DOCUMENT RESUME

ED 239 787 RC 014 508

AUTHOR	Ross, Cathy
TITLE	Tutor's Handbook--Highline Indian Tutoring Program.
INSTITUTION	Highline Public Schools, Seattle, Wash.
SPONS AGENCY	Office of Indian Education (ED), Washington, D.C.
PUB DATE	82
NOTE	88p.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*American Indian Education; American Indians; College Students; *Cross Age Teaching; Cultural Background; Educational Games; Elementary Education; Elementary School Students; High School Students; *Learning Activities; *Mathematics Instruction; Needs Assessment; Newspapers; Parent Materials; *Reading Instruction; Reading Materials; Rewards; Student Educational Objectives; Teaching Guides; *Tutorial Programs; Tutoring; Tutors
IDENTIFIERS	Highline School District WA; *Washington (Seattle)

ABSTRACT

The handbook for tutors in the Highline Indian Tutoring Program (Seattle, Washington) provides guidelines for high school and college student tutors, to help them develop a personal, helping relationship with, and provide academic assistance in math and reading to, Native American elementary students. The introduction gives general guidelines for tutoring and makes suggestions about how to build on students' cultural heritage. The program makes use of student tutors who receive special training. Subsequent sections outline tutor responsibilities, the student--tutor relationship, progress charts and reward systems (with sample awards and charts), and 60 ways to praise. Forms include a sample lesson plan and lesson plan checklist, an instructional needs survey (to be completed during the initial tutor--teacher conference), an end-of-quarter report form, a sample time sheet, a letter to parents, and a parent bulletin. Move-ahead games for tutoring are discussed. A section on reading covers reading, sight vocabulary, and word analysis skills; comprehension, the Systematic Approach to Reading Improvement (SARI) system; reading rules of thumb; comprehension questions; and reading activities and games. The math section discusses computation skills; math questioning strategies; student learning objectives; and math activities, games, and ideas. (MH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239787

NOV 1983
RECEIVED
ERIC/CRESS

TUTOR'S HANDBOOK

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Cathy Ross
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☑ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HIGHLINE INDIAN TUTORING PROGRAM

1982

RC014508

project manager
cathy ross

NOV 1283
RECEIVED
ERIC/CRESS

one-to-one tutoring

The Highline Indian Tutoring Program is designed to provide academic assistance to Native American students in the Highline School District. It is funded by a Block Grant and operates through the Indian Education Office.
The program supplies tutors to work with Indian students for two hours a week on a one-to-one basis to help them improve their skills in reading and mathematics.

HIGHLINE INDIAN TUTORING PROGRAM

15820 6th SW
SEATTLE WASHINGTON 98166

student tutors

Student tutors are carefully selected high school and college students who have completed ten hours of special training in instructional skills and Native American culture. Tutors meet with classroom teachers, plan specific skill activities, and work with their students after school, in a tutoring center under the supervision of a tutoring specialist. Students are brought to the centers by bus and are delivered to their own homes when the session is over.

Parents receive regular reports from tutors and are welcome to visit the tutoring centers at any time to observe the program in action. The Parent Advisory Council meets regularly to share ideas and provide program direction.

teacher tutors

Teacher tutors are all experienced teachers with extensive training in learning disabilities and multi-cultural education. They work during the school day, tutoring students individually in their own schools. Tutors confer with their students' teachers frequently to discuss areas where help is needed, and plan skill-building activities related to classroom assignments.

If you are interested in learning more about this program, contact Cathy Ross, Project Manager

15820 6th Avenue Southwest
Seattle, Washington 98166

433-2266

TABLE OF CONTENTS

	Pages
Introduction	1-3
Tutor Responsibilities	4
The Student-Tutor Relationship	5
Progress Charts and Reward Systems	6
Sample Award	7
Sample Progress Charts	8
60 Ways To Praise	9
Sample Lesson Plan	10
Lesson Plan Checklist	11
Instructional Needs Survey	12
Teacher Conference Report	13
End-of-Quarter Report	14
Sample Time Sheet	15
Letter To Parents	16
Parent Bulletin	17
Move-ahead Games	18
Reading Skills	19-24
SARI System	25-30
Reading Rule of Thumb	31
Comprehension Questions	32
"Get A Book and Read"	33
Types of Reading Activities	34
Using the Newspaper (Reading)	35-36
Reading Games and Ideas	37-46
Math Skills	47-50
Math Questioning Strategies	51
Student Learning Objectives for Math	52
Types of Math Activities	53
Using the Newspaper (Math)	54-55
Math Games and Ideas	55-66

INTRODUCTION

Tutoring offers a unique opportunity for children to discover ways to enjoy learning and to improve their feelings about themselves. The very special quality that you bring to the tutoring situation will make it a personal relationship unlike any other one for this child. Tutoring is effective because of the one-to-one relationship between tutor and tutee. A major goal for you as a tutor will be to provide your student with a friend who cares and who wants to help him to help himself.

It is important for your student to feel that you respect and appreciate the culture in which he is being raised. Learning about the cultural heritage of Native Americans, and especially your student's own tribal heritage, will help you develop a better personal relationship with your student. You might share some information about your own ancestry in exchange. Lessons built around your student's interest areas are generally more successful because students enjoy working with things they already know about and like. Using books, pictures, and other materials which relate to your student's Indian heritage can provide an excellent basis for a variety of learning activities designed especially for him. Some Indian students are more involved in certain aspects of their culture than others, so take a cue from your student as to what direction to follow.

The success of your tutoring efforts will depend considerably on establishing a warm, sincere working relationship with your student. This does not mean that you should let him do whatever he wants during the sessions, nor does it mean that you should try to overwhelm him with intense friendship. Instead, direct your efforts toward showing a real interest in your student and demonstrating by the quality of lessons you plan for him that you really want to help him learn. Combining an encouraging, relaxed attitude on your part with organized, well-planned activities for each lesson should result in your student getting a lot accomplished during tutoring sessions and feeling good about it as well. You will be matched with a student whose interests and personality appear to be compatible with your own. However if you feel, after working with your student a few times, that this will not be a workable combination, be sure to contact your tutor advisor so a change can be made.

There is a critical need for consistency on the part of the tutor. Many of the students you will be working with have been disappointed before in their learning experiences and expectations. It is essential that you do not add to this by failing to attend tutoring sessions regularly. By always being at each session on time and with your tutoring activities carefully planned, you are showing your student that you care about him and value the time you spend together.

When you become a tutor, you become a member of a professional team that is working together to help an individual student. Communication is essential to good teamwork. You will need to talk to your student's teacher frequently so that you can learn what is happening in the classroom and get a feeling for where you can be of greatest help. When you talk over your student's needs with his teacher, or learn about his academic difficulties, remember that this is information which is not intended to be used in conversation outside the tutoring program. After you have been working with a student for a while, his teacher would probably be interested in hearing about some of the things you have done together in your tutoring sessions.

Your tutoring will focus on one major skill area, either math or reading, and you will want to spend the majority of each tutoring session working on various activities in this particular area. You will stand a better chance of actually improving your student's performance in math or reading if you have a clear idea of exactly where he needs help and what level he is working on at the present time. When you know these things, you can plan activities which will be exactly right for your student. The teacher will be able to give you considerable information about your student's individual learning patterns. In addition, your tutor advisor will advise you on specific areas of difficulty, based on your diagnostic test results for your student. And of course, you will want to ask your student if he has any questions about his class assignments or has any things he would like to practice with you.

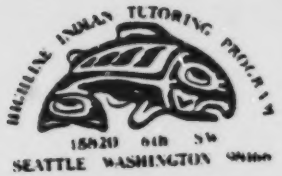
No matter how great the games and activities you plan for tutoring may be, no student will enjoy the same games and activities over and over again. It is your challenge as a tutor to come up with ways to present the same basic materials in a variety of disguises. As you get to know your student, you will find out what kinds of activities work best for him, and can plan variations of these activities for future sessions.

There is no best way to tutor; any tutoring techniques that work for you and your student will be effective. However, there are some general guidelines to consider as you develop your own individual tutoring style:

- Always start the session with your materials prepared and ready; this will show your student that you value the time you spend together.
- Plan activities that you are enthusiastic about; your student will sense your attitude and pick up on it.
- Pace your lesson to your student's needs; if you notice restlessness or lack of interest, change to a different type of activity.
- Let your student know that you care about him and are interested in him.
- Give your student your full, undivided attention throughout the tutoring session.
- Look for opportunities to build up your student's confidence.
- Be encouraging and positive; give generous amounts of praise and approval.
- Be patient; learning takes time and the first steps are small.

Always keep this in mind: you will become a Very Important Person to your student. Your student will look up to you and be influenced by the way you approach the requirements of your tutoring job and the whole learning process in general. This is a heavy responsibility. We ask that you make every effort to carry this responsibility with honor.

-Cathy Ross, Project Manager
Highline Indian Tutoring Program



TUTOR RESPONSIBILITIES

As a paid tutor you will be expected to:

1. Attend all training and tutoring sessions.
2. Arrive on time for all sessions.
3. If, you must be absent due to illness (no other reason is acceptable) notify the Indian Education Office (433-2266) before 2:00 p.m. that day.
4. Prepare daily lesson plans to be approved and initialed by your tutor advisor before using each day.
5. Follow your lesson plan, evaluate it after each session and file it in your student's folder.
6. Confer in person with your student's teacher for information on his tutoring needs before the date of the first report.
7. Turn in reports and time sheets on the dates due. (see calendar in center)
8. Supervise and be responsible for your student from the minute he/she steps off the bus till you see him/her get on the bus to go home.

FAILURE TO MEET ANY OF THE ABOVE 8 REQUIREMENTS WILL RESULT IN TWO WEEKS PROBATION STATUS, AND A CONFERENCE WITH THE TUTOR ADVISOR WILL BE REQUIRED TO DISCUSS THE SITUATION. DISMISSAL FROM THE PROGRAM WILL BE AUTOMATIC IF ANY REQUIREMENTS ARE VIOLATED FOLLOWING PROBATION STATUS.

This may sound rather harsh, but past experience has shown that when a tutor does not perform well, it is the student who suffers. We have confidence in each of you as a tutor and anticipate a successful experience for every one in the program!

BLANK PAGE
DO NOT FILM

THE STUDENT-TUTOR RELATIONSHIP

In order to develop a good relationship your student needs to feel "safe" with you. Consider the following items:

1. Risk-taking. Can I tell you what I think and feel with some assurance you will not laugh at me, put me down, tell me that I shouldn't feel this way or reject me for my thoughts and feelings. whatever they may be?

2. Understanding. Do you understand me? Do I have some assurance that you will try to understand what I am feeling? (Without necessarily agreeing with me.)

3. Empathy. Are you sympathetic with me? Do you feel with me in what is disturbing and bothering me (even though you may not agree with me)?

4. Right to be different. Will you allow me to be different from you? Do I have permission to experience in my own fashion, grow in my own pattern?

5. Challenge to make changes. Can you enter my world to help me decide a course of action (if the problem is mine) or get together to decide a joint outcome (if the problem is one which concerns us both)?

6. Explicitness : Honesty. Are you open and direct with me (rather than cagey and playing games)? Can I trust you to level with me about your real feelings and opinions?

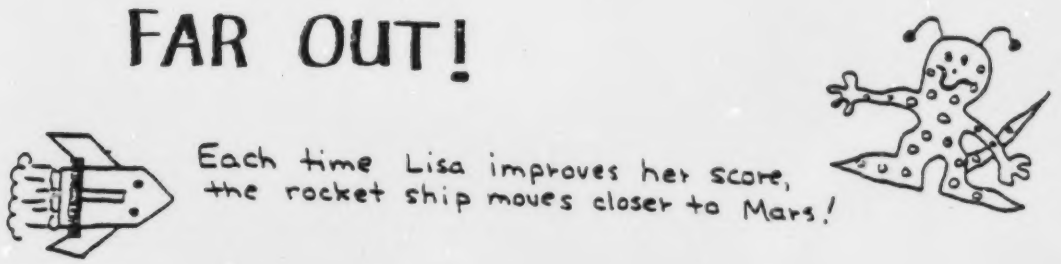
7. Dependability and Consistency. Are you dependable and consistent? Can I rely on you to maintain a climate of trust?

8. Safety from de-valuation. Am I safe from the shame of being down-graded (put-down) belittled, or made defensive?

PROGRESS CHARTS & REWARD SYSTEMS

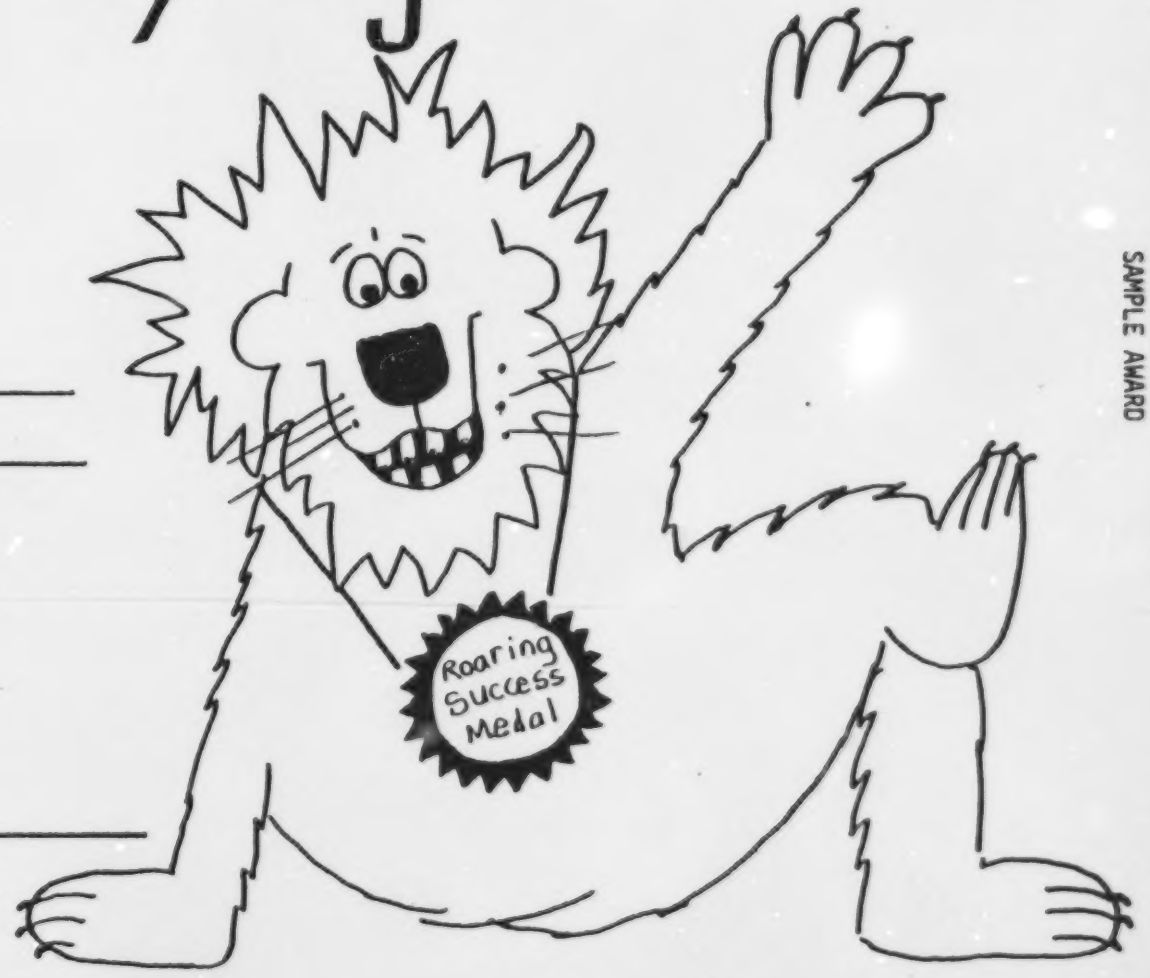
During your first week, you will need to construct progress charts for your students, so that they can clearly see their progress on the daily 1-minute tests (part of the skill card procedure.) These should be large, creative and colorful posters that clearly show the improvement that your student has made. You will be given some ideas for these during your training. When your student has done well on an activity, you may want to give a "reward." This can be anything from a certificate (see next page) to a candy bar. A large variety of "rewards" are kept in the centers for you to give to your student. Use them wisely; if you give away all of the best ones early in the quarter, you will be hard-pressed to come up with something equally reinforcing later on!

Be generous with praise (see 60 Ways to Praise.) Nothing improves hearing like a positive comment.



No "Lion" I've Been Trying

This special
Achievement Award
is being presented
to _____
for _____

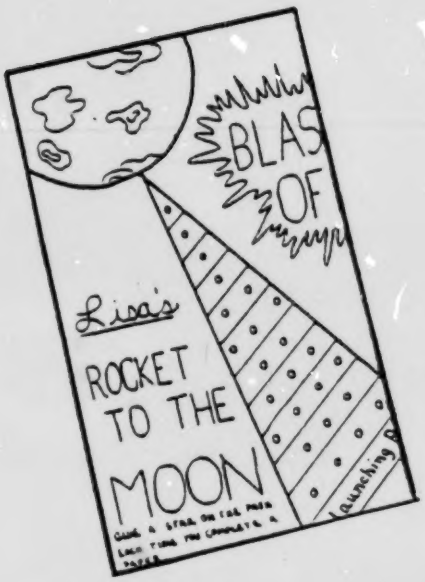


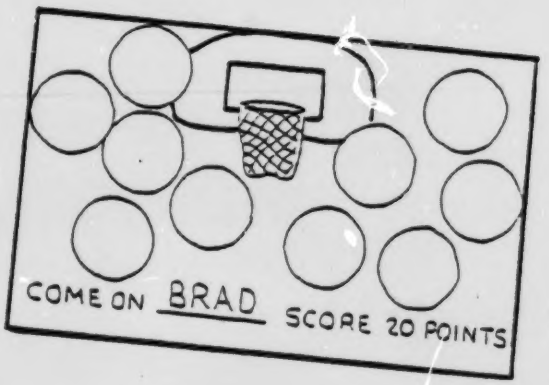
date _____

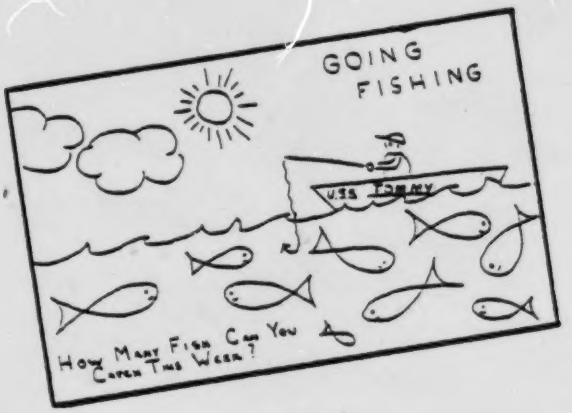
official Signature _____

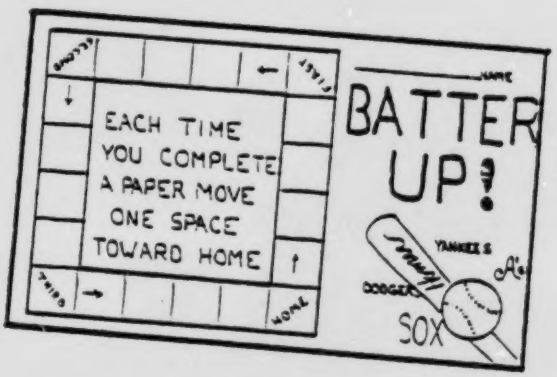
SAMPLE AWARD

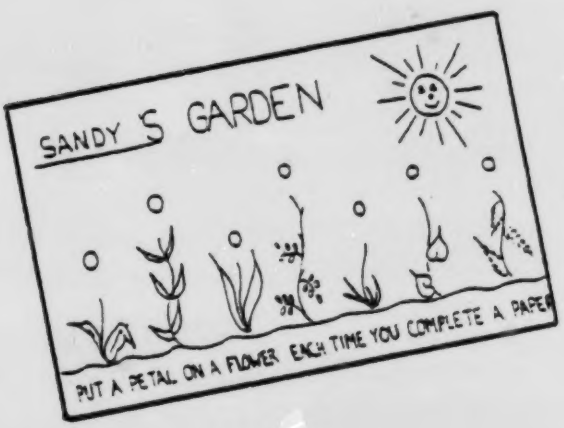
SAMPLE PROGRESS CHARTS











60 Ways to Praise

1. You're on the right track now!
2. SUPER!!
3. That's great.
4. Exactly right!
5. I'm proud of the way you worked today.
6. That's RIGHT!!!
7. That's good.
8. TERRIFIC!
9. GOOD WORK!
10. GREAT!
11. Now that's what I call a fine job.
12. Now you've figured it out.
13. Congratulations!
14. That's the best you have ever done.
15. You've just about got it.
16. I knew you could do it.
17. You're getting better everyday.
18. Good for you!
19. One more time and you'll have it.
20. That's the right way to do it.
21. Now you've figured it out.
22. That's the way!
23. You did it that time!
24. WOW
25. You haven't missed a thing.
26. That's the way to do it!
27. Keep up the good work.
28. Good going!
29. FINE!
30. That's the best ever
31. PERFECT!
32. EXCELLENT!
33. WONDERFUL!
34. Much better!
35. That's better than ever.
36. Nice going.
37. You did that very well.
38. THAT'S it!
39. You're doing beautifully.
40. You're really improving.
41. You must have been practicing.
42. Right on!
43. You are very good at that.
44. OUTSTANDING!
45. Good remembering!
46. Keep it up!
47. You've got that down pat.
48. Way to go!
49. You're doing fine!
50. Good thinking!
51. You are really learning a lot.
52. Keep on trying!
53. You outdid yourself today!
54. I've never seen anyone do it better.
55. Good for you!
56. You remembered!
57. That's really nice.
58. Good going!
59. That's IT!
60. Well, look at you go!

HIGHLINE IND[illegible] TUTORING PROGRAM

LESSON PLAN

TUTOR Ima Tutor STUDENT Sarah Student DATE

ACTIVITY	PURPOSE	COMMENTS - RESULTS
Skill card practice - Dolch List C Teach the sounds of the digraphs "ch" "sh" and "ph" Do pages 84 & 86 in Vowels and Variants (digraphs)	To practice sight vocabulary and increase speed. To continue to build skill on SARI level 6.2.3 To build skill on 6.2.3 level	
Play Walk Along game using words with digraphs in them Read "The Time Grandfather Tickled a Tiger" in Reader's Digest Skill Builder and do Job Card # 7-A on finding the main idea	To provide a more active task and to review digraphs To work on comprehension skills on level 5.3.3 (Main Ideas) and to give practice in reading	
Play Perquacky.	To have fun and improve spelling skills.	

SAMPLE LESSON PLAN

STUDENT TUTOR

LESSON PLAN CHECK-LIST

Use this checklist to evaluate the content of a lesson plan. Rate the plan G (good), A (adequate), or P (poor), in each of the following areas:

___ The lesson begins with the skill card practice and tells what particular skill is being practiced.

___ At least four different activities are planned.

___ The activities are interesting and a little different from typical school assignments (remember, this student has already been in school all day).

___ Each activity has a clearly explained purpose.

___ Each activity is described in enough detail for anyone reading the lesson plan to understand what will take place.

___ The details of each activity are specific and definite (exact name of a game, page number in a book, certain type of math problem, etc.).

___ The learning experiences are planned to give the student a variety of tasks (not all games, not all paperwork, etc.).

___ If the lesson is for reading, the student does some actual reading followed by a comprehension activity.

BLANK PAGE
DO NOT FILM

TO BE COMPLETED DURING THE TUTOR-TEACHER CONFERENCE AND RETURNED TO YOUR TUTOR ADVISOR.

HIGHLINE INDIAN TUTORING PROGRAM

INSTRUCTIONAL NEEDS SURVEY

_____ _____ _____

Student School Grade

This student has been referred for tutoring in the area of _____.

Your suggestions as to his/her instructional needs will be of great help to the tutor. If you should wish to elaborate on any item, please use the back of this form. Thank you for your assistance.

MATH - needs help with: (please check all that apply)

____addition - basic facts
____addition - carrying
____subtraction - basic facts
____subtraction - borrowing
____place value
____word problems
____multiplication - basic facts
____multiplication - larger numbers
____division - one-digit divisors
____division - larger numbers, remainders
____fractions
____other_____

READING - needs help with: (please check all that apply)

____word analysis skills
____increasing sight vocabulary
____comprehension skills
____reading silently
____reading out loud
____increasing reading speed
____building positive attitude towards reading
____following directions
____listening
____other_____

Is there any additional information you can offer which would help the tutor plan activities for this student?

I CERTIFY THAT I HAVE CONFERENCED WITH THE TUTOR REGARDING THIS STUDENT.

Signed_____ _____

Teacher Date

INDIA[illegible]UCATION
Student Tutoring Program

TEACHER CONFERENCE REPORT DUE: _____

NAME _____ YOUNGER _____ DATE _____

What did you learn at your conference with your student's teacher? _____

_____

_____

_____

_____

_____

Outline the results of the diagnostic test that you gave: _____

_____

_____

_____

_____

_____

What skill areas do you plan to work on with your student? BE SPECIFIC: _____

_____

_____

_____

_____

_____

Describe the accomplishment chart you have developed to keep track of your student's progress:_____

What help can we provide for you to make your tutoring sessions better? (more information about_____, new teaching ideas, certain types of materials, suggestions for dealing with behavior, special books or games, etc.)

INDIAN EDUCATION
Tutoring Program

Student Tutor
END-OF-QUARTER REPORT

TUTOR _____ DATE _____ QUARTER _____
(fall, winter, spring)

YOUNGER _____ SCHOOL _____ TEACHER _____

SKILL AREA _____ GRADE _____ TUTORING HOURS RECEIVED _____

Describe your relationship with this student and how it developed through the quarter: _____

Describe in detail what you considered to be your most successful tutoring session with your younger this quarter and why you felt it was so effective: _____

What changes have you observed in your younger throughout the quarter? _____

The previous numbered page in the original document was blank.

What specific skills has your younger improved on during this quarter?_____

_____

_____

_____

_____

Do you feel this student would benefit from tutoring next quarter? Why or why not?_____

_____

_____

_____

_____

If your student is tutored again, what would you want next quarter's tutor to know to help them work better with your youn

_____

_____

_____

_____

Would you like to work with your younger again next quarter?_____

What kinds of further tutor training would you find most helpful? (Check all those that apply.)

___ Indian heritage and culture.
___ Math ideas.
___ Reading ideas.
___ Using the skill cards.
___ Keeping progress charts.
___ Setting up reward systems.
___ Making games.
___ Building a positive tutoring relationship.
___ Using diagnostic tests.
___ Writing lesson plans.
___ Communicating with teachers and parents.
___ Other:_____

HIGHLINE PUBLIC SCHOOLS
DISTRICT NO. 401 - KING COUNTY
P.O. BOX 66100
SEATTLE, WASHINGTON 98166

15

Transmittal & Change Form

Transmittal No.

Vendor
Ima Tutor
Name
222 - 2nd S
Address
Seattle, Wash 98111
City and Zip Code
23-22-14-66
Social Security Number

(1)

School
Date Leave
Vendor No. blank
Warrant No.

Encumbrance ☐ Expenditure ☐ Change ☐

Account Charged	leave blank	Amount	Issued	Re-encumber Amount
4201	For hours of tutoring service rendered to the URRD Indian Student Tutoring Program:			
	TUTORING DATES: HOURS:			
leave blank	Nov 3 1.75	Leave		
	Nov 5 1.75			
	Nov 10 1.75			
	Nov 12 1.75	(2) blank		
	Nov 17 1.75			
	Nov 19 1.75			
	Nov 24 1.75			

(3)

TUTOR: Ima Tutor 13
Name Tutor Number

Supervisor:
Cathy Ross

Authorized By

LETTER TO PARENTS

To the Parents of _____(name)_____:

I will be tutoring _____(name)_____ [again] this quarter in the Highline Indian Tutoring Program. For the next eight weeks we will be working on

_____.
(tell main skills you will cover)

Because each tutoring session has been carefully planned ahead of time, it is very important for ____(name)_____ to be here every _____ and _____.
(Monday & Wednesday - Tuesday & Thursday.)

Could you please remind (him, her) on those days to be sure to come to tutoring after school? If (he, she) is sick and cannot come, please call 433-2266 and let us know.

You are welcome to visit a tutoring session any time. For more information, call our program director, Cathy Ross (433-2266.)

*

[I really enjoy working with _____!]

I'm looking forward to working with ____(name)____!

Sincerely,

_____
(sign your name)

* For a second letter, use words in boxes.

Please copy this letter in your handwriting on a plain piece of paper or your own stationery. DO NOT USE NOTEBOOK PAPER! Give your completed letter to your tutor advisor and the Indian Education Office will address and mail it for you.

PARENT BULLETIN

Date _____

Dear Parents:

You can be proud of _____.

_____ is continuing to make progress with the Indian Education Tutoring Program.

We've been working on _____

_____.

You may want to help at home by asking the following questions so _____ can show you what has been learned.

_____

_____

_____

If you have any questions or comments, please contact me through: 433-2266.

Signed _____, Tutor

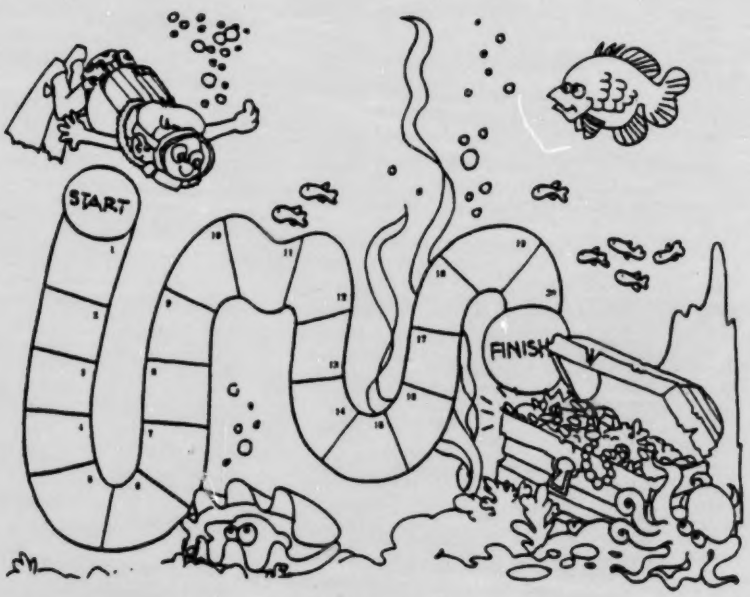
MOVE-AHEAD GAMES FOR TUTORING

Move ahead games are excellent learning aids to use with one student. They are intended to provide motivation and to increase interest for the student while giving him practice in a basic skill. The possibilities for themes are endless. However, it is suggested that you select something that is of high interest to your student. Car and motorcycle races are usually popular and a small matchbox car can be used as a playing piece. A journey through the jungle, through outer space, or across a spooky swamp are other ideas. Feel free to include any obstacles or surprises en route to keep it exciting. You may want your student to try to reach a goal. Or you may set up the game as a race to get away from something dangerous. Whatever you choose, keep your student in mind as you design the game.

One move-ahead game can be used for many educational activities. For example, one day a younger may be answering math problems in order to move along the path; another day she may be sounding out words or reading sight words correctly to move along the same path.

Move-ahead games are easy to make. Scissors, construction paper, tagboard and a felt pen are the essential items. The more colorful the better! Putting clear plastic over the game when it is completed will help to keep it in good condition longer.

Let your imagination be your guide!



BLANK PAGE
DO NOT FILM

READING SECTION

READING SKILLS

Reading is a complex skill which consists of many smaller skills put together. Generally, reading can be divided into three skill areas for teaching. They are:

Sight Vocabulary
Word Analysis
Comprehension

SIGHT VOCABULARY refers to the words a student can recognize immediately on sight and does not have to sound out. A student should be continually increasing the number of words he knows so he can spend less time trying to figure out unfamiliar words and can concentrate, instead, on understanding what they mean.

WORD ANALYSIS refers to the skills a student can use to sound out an unfamiliar word. A system for figuring out these words is needed so a student will know what to do when he comes across words in his reading which he does not recognize on sight.

COMPREHENSION refers to a student's ability to understand what he reads and to use this information in a variety of ways. This is the most important skill in reading, since word analysis and vocabulary are of little value if they do not ultimately lead to comprehension.

Each of these three reading skill areas can be divided into many smaller skills, or "sub-skills", which slowly build up to proficiency in the whole area.

Following are the sub-skills for each of the three areas, listed in approximate order of difficulty. A student should be able to perform the sample task and other similar exercises for earlier skills before advancing to the later ones on the list.

SIGHT VOCABULARY SKILLS

1) The student can distinguish one letter from another.

s m r q p t a z *"Point to the 'm'".*

2) The student can identify all upper and lower case letters.

P	a	*"Match the upper case letter*
A	e	*with the lower case letter."*
D	d	
E	p	

3) The student can distinguish one word from another.

top stop store port post *"Point to the word 'stop'".*

4) The student can read all 220 words on the Dolch Basic Sight Word List.

5) The student can combine two smaller words to form a compound word.

barn	plane	*"Match these words to form*
air	side	*compound words."*
out	yard	

6) The student can name opposites (antonyms) for word possessing an opposite.

"What is the opposite of 'up'?" (down)

7) The student can name two words with the same meanings (synonyms).

"What is another word that means the same as 'cheerful'?" (happy) (glad)

8) The student can identify words pronounced the same (homonyms) and use them correctly.

The (bear, bare) tried to (sea, see) across the (road, rode).

"Circle the correct word."

9) The student can read more complex words on sight.

WORD ANALYSIS SKILLS

1) The student recognizes consonants and can make their sounds.

b	k	q	w
d	l	r	y
f	m	s	z
h	n	t	g
j	p	v	c

"As I point to each letter, tell me the sound it makes."

2) The student knows the long and short sound for each vowel.

a - ace
e - even
i - ice
o - over
u - unit

"Long vowels say their letter names."

a - apple
e - effort
i - igloo
o - ostrich
u - umbrella

"Short vowels make a different sound from their letter names."

See the words for examples of the sounds made.

"As I point to each vowel, tell me the short sound it makes."

"As I point to each vowel, tell me the long sound it makes."

3) The student can sound out a simple vowel-consonant pattern.

"Sound out these pretend words using the short vowel sound."

ap	im
et	ug
ot	ik

4) The student can sound out a simple consonant-vowel-consonant pattern.

"Sound out these pretend words using the short vowel sound."

tog	sof
dis	kav
fum	jep

"Sound out these pretend words using the long vowel sound."

5) The student recognizes consonant blends and digraphs and can make their sounds:

Blends (consonants which blend their regular sounds together)

st	tr	tw
sl	gr	cl
bl	fr	pl
br	fl	dr
pr	gl	str
tl	sp	spr
sw	sm	spl
cr	sn	scr

Digraphs (2 consonants which form a new sound when put together)

sh
th
ch
wh
ph

"As I point to each blend, tell me the sound it makes."

6) The student recognizes complex vowel-consonant patterns and can make their sounds:

oll - as in doll
ell - as in well
ull - as in full
ill - as in bill
all - as in fall

or - as in for
er - as in her
ir - as in stir
ur - as in hurt
ar - as in car

ea - as in meat, great, head
igh - as in night

ou - as in out
ow - as in cow, show
oi - as in oil
oy - as in boy
oo - as in book
oo - as in moon

ai - as in pain
ay - as in tray
aw - as in straw
oa - as in boat
ee - as in feet

"As I point to each pattern, tell me the sound(s) it makes."

7) The student can sound out complex one-syllable words.

"Sound out the following words":

flash	strong
cream	drawn
pride	short
swell	fright

8) The student can divide words into syllables.

Rules for syllables:

Each syllable must have a vowel.

Suffixes and prefixes are syllables.

If vowel in a syllable is followed by two consonants, the syllable ends with the first consonant. (let-ter)

If vowel in a syllable is followed by only one consonant, the syllable ends with the vowel. (pa-per)

If a word ends in le, the consonant just before the l begins the last syllable. (ta-ble, han-dle)

"Divide the following words into syllables":

understand
direction
thunderbird
experience
leadership

9) The student can sound out words of more than one syllable.

"Sound out the following words":

happiness	independent
unusual	definition
tremendous	impossible

10) The student knows the sounds and meanings of common affixes: (See list of suffixes and prefixes in the Reading section of this notebook)

"Add 'un' to each words. What new word does it make? How has its meaning changed?"

happy welcome finished necessary

COMPREHENSION

1. Can follow printed directions.

   "Color the wagon red."

   "Make a line under the words that start with a vowel."

2. Can verify a statement by reading.

   "Read and find out if Sam gets to be first."

3. Can recall what has been read.

   "How did the policeman help Bill?"

4. Can predict logical outcomes.

   "What do you think he will do now?"

5. Can find details in what has been read.

   "How many people came to the village that day? Which one left something behind?"

6. Can read to find a specific answer to a question.

   "Read this page and find out why the canoe got to the island after dark."

7. Can understand the main idea in a story.

   "What is the main idea of the story you just read?"

8. Can keep events in proper sequence.

   "Tell what happened at the beginning, the middle, and the end of your story."

S. A. R. I.

This tutoring program uses a management system to help tutors work in the area of reading, since this area covers so many different skills. The management system is called SARI (Systematic Approach to Reading Improvement) and gives each reading skill a specific number. The three digits in the number tell you A) the difficulty level of the skill, B) the general skill area, and C) the name of the specific skill. The following is a breakdown of the numbering system:

The first place number tells the **reading level** (not grade level) 4.2.1

- 0, 1 } Kindergarten
- 2, 3, 4 } Grade 1
- 5, 6 } Grade 2
- 7 — Grade 3
- 8 — Grade 4
- 9 — Grade 5
- 10 — Grade 6
- 11 — Grade 7
- 12 — Grade 8

The second place number tells the **general skill area** 4.2.1

- .1. means vocabulary
- .2. means word analysis
- .3. means comprehension

The third place number tells the **specific skill objective** 4.2.1

Each specific skill is named on the bubble chart on the next page.

FOR EXAMPLE: 4.2.1

level is grade 1

general skill area is word analysis

specific skill (see bubble chart on next page)

How To Use The SARI Management System

1. First, give the SARI Placement Test.

   If your student is in grades 1, 2, 3 or 4, use the Placement Test for levels 1-7. If your student is in grades 5 or 6, you may need to use the test for levels 8-12. When in doubt, start with the lower-level test. This is a general test which will tell you what your student already knows.

2. When you give the Placement Test, go as far as you can in both sections (vocabulary and word analysis) but do not continue once your student makes an error. This test is intended to find out where your student begins to have difficulty.

3. Record the score on the satellite chart by coloring in each circle that the student completed on the Placement Test. Leave the other circles uncolored.

4. Now you can estimate the comprehension level. To do this, color the circles up to two levels back from the lowest-level colored circle on the word analysis part of the satellite chart.

5. Now you are ready to work on a specific skill. Select the first uncolored circle in any section of the chart. (If some are a lot further behind, begin with one of those.)

6. Give the pre-test for that skill.

7. If the student passes the pre-test then color the entire satellite and proceed to the next skill level. If student does not pass the pre-test then color half the large circle and begin working on the four activities; game, worksheet, choice, workbook. As each activity is completed you may color that area.

8. When you have completed at least four activities and think your student has mastered the skill, give the Post-test for that skill.

9. If he passes the test, color in that circle on the satellite chart, select a new skill and give the pre-test for it. If he doesn't pass the post-test, either continue working on that skill or select another skill and return to this skill in a few weeks.

NAME _____ 27-A

1.1.1 Match words

1.2.1 Match rhyming pictures (ake,an,at,ook)

1.2.2 Match pictures by beg/ sounds (b,c,d,f,h,m,r, s,t)

1.3.1 Sequence story pictures

1.3.2 Sequence words to make a sentence

2.1.1 Write upper/lower case letters from oral directions

2.1.2 Hear & identify pre-primer words

2.1.3 Read preprimer words

2.2.1 Match rhyming pictures (ar,ate,ed,ee,en,og)

2.2.2 Match pictures by beg/ sounds (g,j,k,l,n,p,v, w,y,z)

2.2.4 Select pictures with beg/short vowel sound (a,e,i,o,u)

2.3.1 Sequence two sentences

2.3.2 Sequence 3 sentences

2.3.3 Sequence 4 sentences

3.1.1 Read primer words

3.2.1 Match words /pictures by rhyming

3.2.2 Identify beg/consonant sounds by letter(b,c,d f,g,h,j,l,m,n,p,r,s,t, v,w,y,z)

3.2.4 Identify beg/short vowel sounds with letters (a,e,i,o,u)

3.3.1 Sequence story events (4 sentences)

3.3.2 Recall story details

3.3.3 Select main idea

4.1.1 Read 1st reader words

4.1.2 Read Dolch words

4.2.1 Identify final consonant sounds by letter (d,g,k,l,m,n,p,r,s,t)

4.2.2 Match rhyming sounds

4.2.3 Identify beg/consonant sounds by letter

4.2.4 Complete words with medial short vowels

4.3.1 Sequence story events (5 sentences)

4.3.2 Recall story details

4.3.3 Select main idea/poem

5.1.1 Read Dolch words

5.1.2 Select antonyms (words with opposite meaning)

5.2.1 Use word endings (ed, es,ing,s)

5.2.2 Identify final consonant sound by letter

5.2.3 Identify beginning digraph sound by letter (ch,sh,th,wh)

5.2.4 Match words with same vowel sound

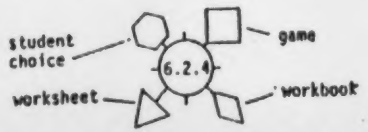
5.2.5 Identify & use contractions (can't, don't,won't,I'm,I'll I've,isn't)

5.3.1 Sequence story events (5 sentences)

5.3.2 Complete sentences using context clues

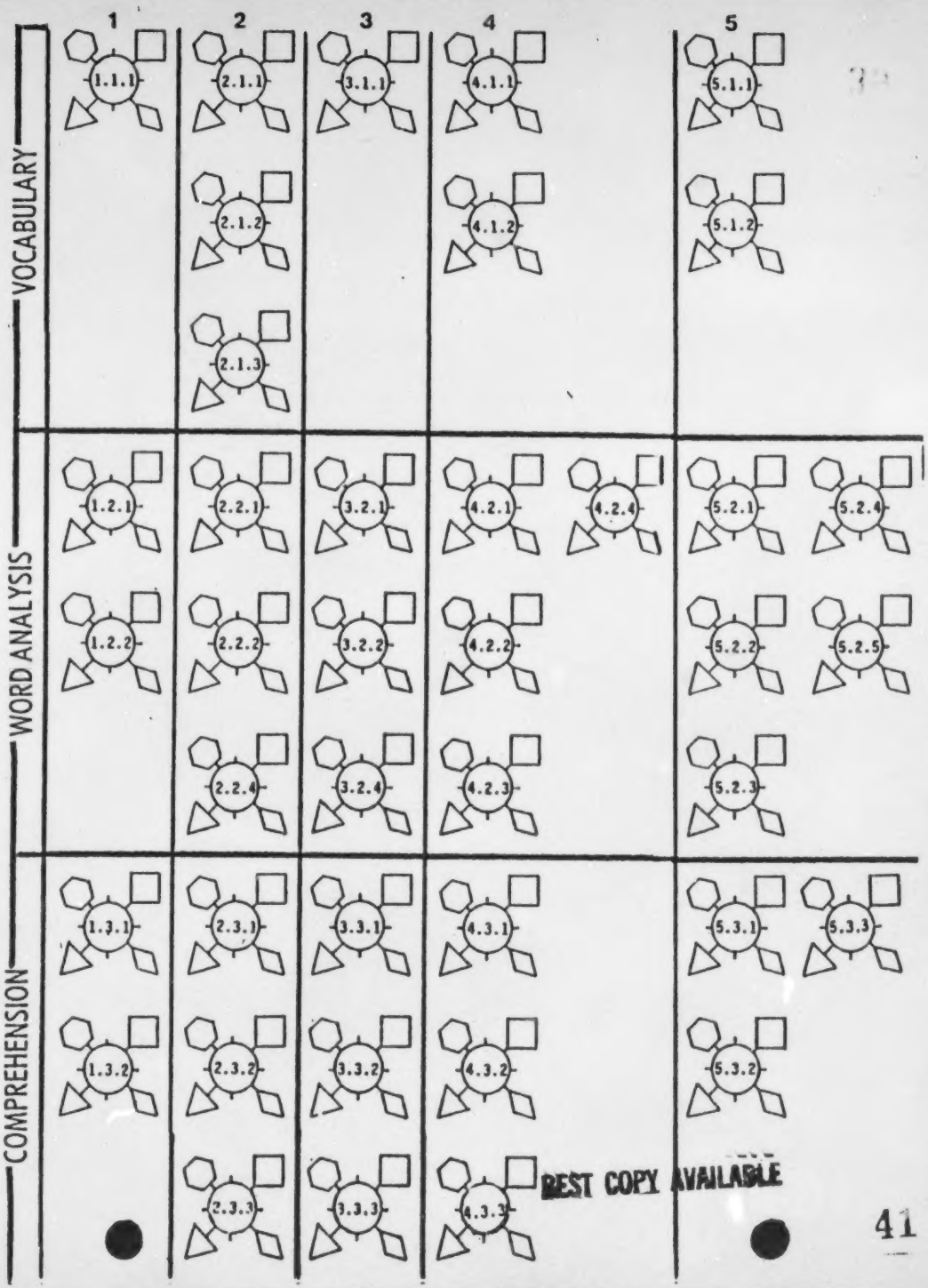
5.3.3 Select main idea of a story

If the student passes the pre-test then color the entire satellite and proceed to the next skill level. If student does not pass the pre-test then color half the large circle and begin working on the four activities; game, worksheet, choice, workbook. As each activity is completed you may color that area. When you have finished all four activities then give the student a post-test.



Satellite C

40



BEST COPY AVAILABLE

41

SARI Satellite Chart

NAME _____

27 B

6.1.1 Form compound words

6.1.2 Select synonyms (word with similar meanings

6.2.1 Use suffixes (er,ly, ness,y)

6.2.2A Match beginning blend sound with pictures (bl,cl,fl,pl,sl,gl)

6.2.2B Match beginning blend sound with pictures (br,cr,dr,fr,gr,tr)

6.2.2C Match beginning blend sound with pictures (sn,sp,st,sw,sk)

6.2.3 Identify beginning an final digraph sound b letter (ch,sh,th,wh)

6.2.4 Group words by vowel sound (long & short)

6.3.1 Select ending that completes story

6.3.2 Recall story details

6.3.3 Select main ideas

7.1.1 Words with 2 meanings

7.1.2 Select homonyms (word spelled differently but sound the same)

7.2.1 Divide words into syllables

7.2.2A Identify root words, prefixes, and define new words (dis,re,un)

7.2.2B Identify root words, suffixes and define new words (ful,less, ness)

7.2.3 Identify 2 & 3 letter blends (bl,br,cl,cr,dr, fl,fr,gl,gr,pl,scr,sl, sm,sn,sp,spl,spr,squ, st,str,sw,thr,tr)

7.2.4 Vowel Dipthongs (au,aw, oi,ow,oy)

7.2.5 Identify the sounds of al,ar,er,ir,or,ur

7.3.1 Choose middle paragraph for a story

7.3.2 Scan a story for detail

42 7.3.3 Select main idea

8.1.1 Multiple word meanings from dictionary definitions

8.1.2 Find synonyms, antonyms and homonyms in a story

8.1.3 Classify words

8.2.1 Use 3 rules to divide words into syllables

8.2.2 Use affixes bi,de,ex,im in,mid,non,pre,post,sub tri,able,ance,en,er,ism ment

8.2.3 Identify silent letters mb,gg,gn,ght,kn,lch,wr

8.2.4 Identify 2 sounds of c,g,s

8.2.5 Use possessive ('s)

8.3.1 Distinguish between fact and opinion

8.3.2 Determine place relationships

8.3.3 Recall details

8.3.4 Understand the use of negatives (no,not,never nothing,none,neither/ nor,n't)

9.1.1 Select synonyms

9.1.2 Analogy (finding likeness in unlike things)

9.1.3 Classifying (who,what, when,where,why,how)

9.2.1 Match word with its phonetic spelling

9.2.2 Identify root words

9.2.3 Identify and use contractions don't,hasn't, he's,he'll,here's,I'm, I've,I'll,let's,they're, won't,you're

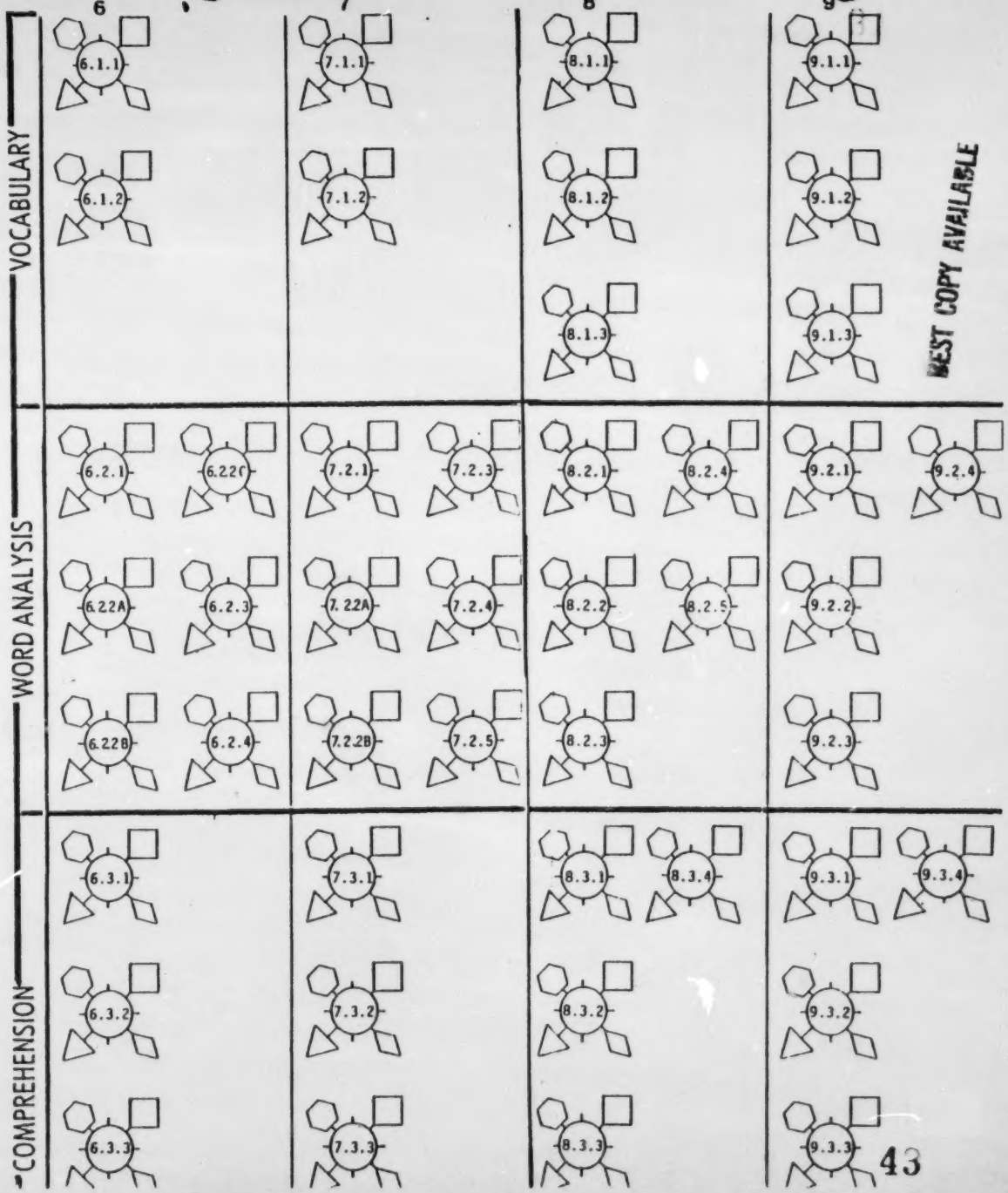
9.2.4 Distinguish difference between possessives, contractions,plurals

9.3.1 Judge validity of statements in stories

9.3.2 Determine time relationships

9.3.3 Identify themes

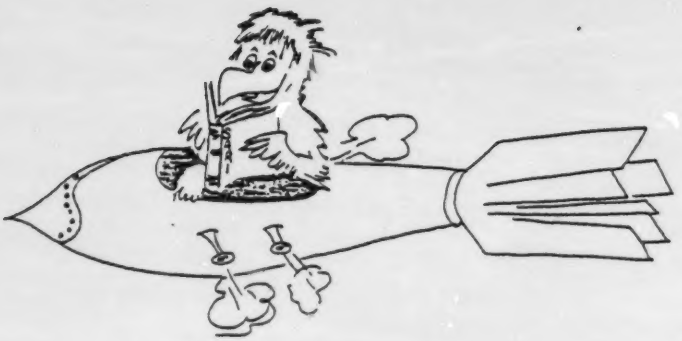
9.3.4 Draw conclusions based on facts

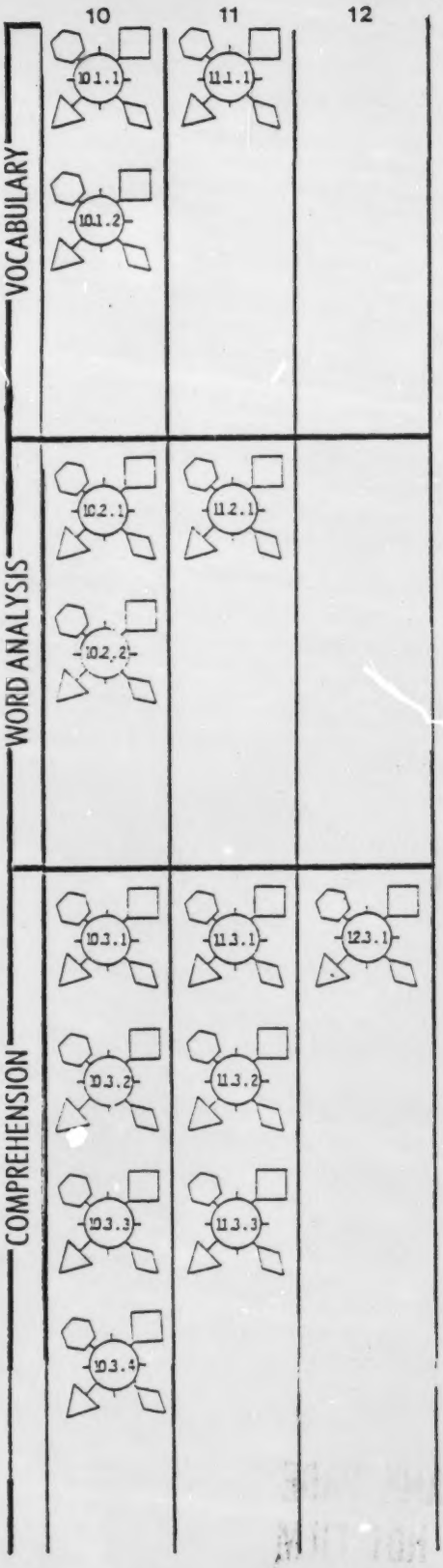


BEST COPY AVAILABLE

43

NAME_____





10.1.1 Identify words as traits or feelings

10.1.2 Abstract analogies

10.2.1 Add affixes and match definitions

10.2.2 Identify possessive words

10.3.1 Sequence story inferences

10.3.2 Determine time relationships

10.3.3 Cause and effect

11.1.1 Figures of speech/colloquial expressions

11.2.1 Use diacritical marking

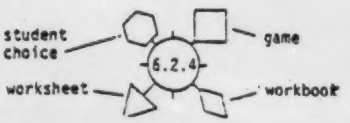
11.3.1 Identify words that persuade

11.3.2 Determine time relationships

11.3.3 Skim for details

12.3.1 Analyze/outline stories

Satellite Codes



If the student passes the pre-test then color the entire satellite and proceed to the next skill level. If student does not pass the pre-test then color half the large circle and begin working on the four activities; game, worksheet, choice, workbook. As each activity is completed you may color that area. When you have finished all four activities then give the student a post-test.

BEST COPY AVAILABLE

SAMPLE SARI PRE-TEST

1. Read each word in the word bank.
2. Identify the vowel sound in each word.
3. Write each word under the correct heading.

NAME: _____
DATE: _____
MINIMUM: 28
SCORE: _____

WORD BANK

apple	drum	it	next	stick
bed	fast	kite	nut	cute
blocks	fish	leaf	pan	ten
bus	hay	mail	pie	top
cake	high	meat	road	tree
doll	home	snow	mule	use

long a	short a	long e
_____	_____	_____
_____	_____	_____
_____	_____	_____

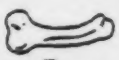
short e	long i	short i
_____	_____	_____
_____	_____	_____
_____	_____	_____

long o	short o	long u	short u
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47401 SARI 36

LONG AND SHORT VOWELS

Choose 2 words from the word list that have the same vowel sound as each picture name. Write the words on the correct lines.

Long Vowels	Word List	Short Vowels
fēet _____ _____	hide may hit fast	ĕgg _____ _____
līon _____ _____	clock cube bee suit	hĭll _____ _____
 bōne _____ _____	meat sun from top	bŏx _____ _____
mūle _____ _____	right rope duck gave	cŭp _____ _____
cāke _____ _____	fish soap that	cănn _____ _____

1. Read the words in each row.
2. Circle the words having the same vowel sound as the first word in that row.

NAME: _____

DATE: _____

MINIMUM: 38

SCORE : _____

SAMPLE	boat	old	stop	home
1.	wish	hit	night	this
2.	boat	home	old	stop
3.	have	had	cake	an
4.	let	then	them	see
5.	play	take	can	may
6.	fun	use	must	but
7.	sleep	red	see	tree
8.	mitt	wish	find	this
9.	rope	boat	bone	not

47

Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47401 3ARI 81

10.	am	back	may	splash
11.	pie	will	ice	kite
12.	top	pot	on	no
13.	hide	pie	this	white
14.	see	tree	we	let
15.	Sue	blue	must	fruit
16.	but	sun	run	mule
17.	shop	rob	home	on
18.	cube	mule	much	cute
19.	cake	am	table	play
20.	them	red	let	be

READING RULE OF THUMB
(How to Choose A Book)

Each tutoring session in reading should include some actual reading, in addition to working in the SARI skill areas. The following quick method should help your student select a book that he or she can read:

1. Choose the book you want. Open it to a middle page with a lot of words.

2. Read the book silently. If you come to a word that you don't know, put down your thumb. If you find another word you don't know, put down your first finger, etc.

3. If you use up all your fingers, the book is too hard, so put it back and try another.

4. Be sure you like the book!

After your student has read a short story, a chapter, or a few pages in a book, you can do some activities which work on COMPREHENSION SKILLS. The reading "job cards" found in the tutoring centers give a variety of ideas for comprehension skill activities. The following page has sample questions for each specific comprehension skill.

BLANK PAGE
DO NOT FILM

COMPREHENSION QUESTIONS

Main Idea:	This story is about: The best title for this story is: Select a topic sentence for this story:
Detail:	Who_____? What did_____ do? When did this story take place? Where did this story take place? Why did _____ (do something)? How did _____ (do something)? How many _____ were mentioned? What size was the _____? What color was the _____?
Sequence:	What happened first (last) in the story? What happened before (after) _____? Number the following 1, 2, 3, 4, 5 in the order mentioned in the story:
Vocabulary:	What did the word "_____" mean in this story? (good question for words with more than one meaning.)
Characterization & Feelings	List all the characters in the story. Who was most important? Why do you think so? How did _____ feel in this story? Which character was _____? (selfish, greedy...) What kind of a person was _____? Why do you think so?
Cause & Effect:	What happened when _____? What made the _____? What caused the _____? What reaction occurred when _____?

"GET A BOOK AND READ WITH YOUR STUDENT"

(Some ideas for making this tutoring assignment useful)

1. SHADOW READING (easiest)

   a. Student and tutor read aloud in unison.
   b. Student hears unfamiliar words immediately and can continue.
   c. Student and tutor should be sitting side by side and read from the same book.
   d. Reading should be done slowly.
   e. As the student becomes more proficient, tutor's voice is lowered.

   NOTE: Be sure that the student is actively reading; do not allow the student to merely listen.

2. RADIO READING

   a. Tutor reads either a sentence or part of a sentence (depending on the student's reading skill).
   b. Student repeats what the tutor has read (be sure the student is looking at the words as he repeats what he has heard).
   c. As the student's skill increases, read larger units (two sentences, short paragraphs, etc.).

3. TRADE READING

   a. Tutor reads a passage.
   b. Student reads the next passage of the same length.
   c. As the student's skill increases, increase the size of the passages read.

4. TRADE READING WITH QUESTIONS

   a. Tutor reads a passage.
   b. Tutor asks the student a question about the passage just read.
   c. Student reads the next passage.
   d. Student asks the tutor a question about the passage just read.

   NOTE: Asking questions is hard; this may take time to develop.

ALWAYS HELP WITH VOCABULARY QUICKLY. Give one helpful hint, then tell them the word if they still can't get it. Don't let them get discouraged by getting stuck on a word for a long time.

TYPES OF READING ACTIVITIES

When you are planning a reading lesson, you will want to provide a variety of different activities for your student. Listed below are the types of activities to be found in the centers:

- **SARI Game File** — These are file folder games, organized by SARI skill number.
- **Learning Tree games** — These are the Apple, Plum, Lemon, and Lime Tree boxes. Each box contains many reading games, all marked by SARI number.
- **Games on the shelves** — These are games which are too bulky to go in the game file; most of them are boxed and marked by SARI skill number.
- **Workbooks** — These have many word analysis and vocabulary activities. Pages can be photocopied or used with an acetate overlay. Each page has the SARI skill number in the upper corner.
- **Dolch lists** — These provide practice on the 220 Dolch words. They are primarily intended for timed tests.
- **Large poster games** — These are flat trail games which are very large and are stored on their sides. They may be used for any skill area.
- **Tutor notebook games** — These are games which tutors can easily prepare and use with their students--remember to check them.
- **Books** — A variety of books to read will be kept in the centers. EVERY READING LESSON MUST INCLUDE SOME ACTUAL READING.
- **Native American materials** — A collection of books about Native Americans, the Neewish Tree magazine and the Daybreak Star newspaper, are in the centers to provide cultural reading materials.
- **Reading Job Cards** — These are specific comprehension activities which students should do following their actual reading. Each of the 40 cards has a different activity.
- **Trend tablet games** — These are extra-large (2'x3') reading papers.
- **Newspapers, menus, maps & catalogues** — These can be used for many creative reading activities.

Cathy Ross
Highline Indian Tutoring

USING THE NEWSPAPER TO TUTOR IN READING

Read one of the letters to Dear Abby or Ann Landers. Write a letter back with your own advice to the writer.

Word detective: let your student look through the paper until he finds a word that he's sure you don't know. You look at it; if you do know it, tell him what it means and you get two points. If you don't know it, he gets two points. Then both of you look it up in a dictionary to make sure. First one to get 10 points wins.

Cut apart headlines and news stories. Let your student try to match them together again.

Find a used car ad. Your student can pretend that he is one of the cars and can write a paragraph to convince you to buy him because he's such a good deal!

Make your own list for a scavenger hunt from any newspaper. Have your student go on a hunt through the classified pages for odd items (tent, siamese cat, violin, baby buggy, etc) and circle each one he finds in red crayon.

Look through the sports pages. Let your student look for every word he can find that is used in place of "wins" or "loses." EXAMPLES: New York dumps Chicago, Seattle upsets Golden State, Michigan swamps Texas, etc. He can circle each word as he finds it and tell what it means.

Look at the T.V. schedule. You and your student might each make a list of the programs you watch during the week and what times they are on. Then you could compare lists to see if you watch any of the same programs.

Every news story is supposed to tell WHO, WHAT, WHEN, WHERE, AND WHY. Find a story your student is interested in and have her look for the answers to the five W's and draw a line under each of them when she finds them.

Take your students favorite comic strip and cut it into sections. See if she can put it back together again in the correct sequence.

Find a comic strip with no words in it. Have your student try to tell the story in words.

Look at a comic strip. Imagine "what happened next" and draw the next section.

For Primary Skills . . .

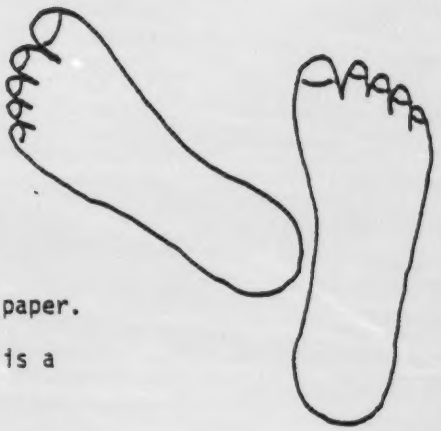
1. Circle the words on a page or column that start with a given consonant, vowel or blend. (Example: Find words that start with ch)
2. How many sentences are there on the page or in an article?
3. How many words on a page start with a given blend?
4. Circle the words that end with a given sound.
5. Circle all the contractions.
6. How many questions are there on the page?
7. How many times is a given word used? (Example: Find every "was".)

For Intermediate Skills . . .

1. How many different kinds of punctuation marks are used on a page or a column?
2. Circle all the verbs.
3. Circle the adjectives.
4. Circle all the compound words.
5. Circle all the nouns.
6. How many one-syllable words, two-syllable words, etc?
7. How many prefixes? How many suffixes?
8. Search through a newspaper for a word that has one letter. Circle it with a crayon. Next, try to find a word with two, then three, then four letters. Circle them. Keep searching until you have a word of ten or more letters. See how high you can go!
9. Try to find words that start and end with the same letter. Here are some examples: remember, tot, entire, that, and noon.
10. Time yourself for this word hunt: See how quickly you can find and circle words that start with all the letters of the alphabet. Find one that starts with a, one beginning with b, and so on down the alphabet. (You can leave out the letter x.) Try it several times and see if you can do it faster each time.

THIS GAME WORKS WELL WITH MATH PROBLEMS, TOO!

WALK ALONG



TO MAKE:

1. Make a tagboard pattern of a foot.
2. Trace pattern on various colors of construction paper.
3. Cut feet out. (Alternating right and left feet is a neat touch, but not essential.)
4. Print a word or a sound on each foot.

TO PLAY:

1. Tutor holds feet cards.
2. Give one card to your student.
3. If your student can read it, he puts it on the floor and steps ahead to it. If he cannot read it, the tutor takes it back and puts it at the bottom of the stack.
4. Try the next card. How far can your student walk?

BEAN BAG SCORE

THIS GAME WORKS WELL WITH MATH PROBLEMS, TOO!

TO MAKE:

1. Take a very large piece of butcher paper or oilcloth and mark it into squares.
2. Print a word or a sound in each square. Give each square a point value of 1, 2, or 3.
3. Get a beanbag.

TO PLAY:

1. Student tosses bean bag into a square and tries to read the word, or give a word with that sound in it. (You can specify "beginning with that sound" or "ending with that sound." Or you may want him to name a synonym, say a rhyming word, etc. Be creative!)
2. If he does it correctly, he gets the points for that square.
3. Set a goal, such as -- "see how quickly you can get 10 points."

COMMON PREFIXES

Prefix	Meaning	Example
bi-	two	bicycle
con-	with, together	consider, contend
de-	down, away	detract, defend
dis-	not	dishonor, disobey
en-	cover, wrap, put into, make like	entrap, enlarge
ex-	out	expand, extend
fore-	before, in front	forewarn, forecast
mis-	wrong	misbehave, mistake
non-	negative, not	nonsense
out-	away from, forth	outside, outcry
pre-	before	predict, prepare
re-	back, again	return, regain
semi-	partly, half	semicircle, semifinal
sub-	under	submarine
super-	over, above	superintendent
tele-	far, far off, distant	telephone, telegraph
trans-	across	transport
tri-	three	tricycle
un-	not	unfriendly

COMMON SUFFIXES

Suffix	Meaning	Example
-able	fitness, favorable, liable to	reliable, comfortable
-al	action of, belonging to	arrival, natural, coastal
-ation	state of being or act of doing	conservation, application
-en	made of, made like	woolen, darken
-er	one who, resident of, more	builder, kinder, villager
-ern	related to	western
-ese	from this place	Chinese
-est	most, best	largest, finest
-ful	full of, quantity that will fill	hopeful, cupful
-ical	nature of, coming from, resembling	historical
-ish	like	childish, selfish
-ist	one who	tourist, chemist
-less	without	careless, restless
-ly	way of being or doing	slowly, friendly
-ment	state, quality, degree, condition	amazement
-ness	quality, degree	kindness
-ous	full of, abounding in	gracious, industrious
-ship	state, condition, quality, art of skill	friendship
-th	state or quality	health, growth
-tion, -sion	action, state of being	relation, decision
-ty, -y	quality, state, condition	safety, lucky
-ward	course or direction to, motion or tendency toward	downward, backward

CONCENTRATION GAMES

The format for a Concentration game can be adapted to use with many different skills. Basically, the game is played like this:

All cards are turned face down on the table.

Student turns over two cards and reads them aloud.

If they match he can keep them.

If they do not match, he must turn them face down again.

Play continues until all cards are matched up.

The tutor can change the purpose of the game by deciding what cards to prepare and how they will "match." The easiest, of course, is to have them be the same word (this is good for vocabulary practice). Here are some other ways to play concentration:

Match words that begin the same.

apple	airplane

Match words tnat end the same.

first	last

Match a blend to a word with that blend:

st	haystack

Match a homonym pair:

see	sea

Match a synonym pair:

glad	happy

Match an antonym pair:

up	down

Match rhyming words:

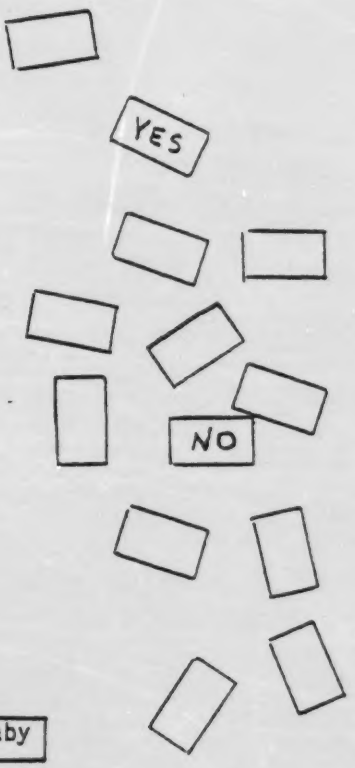
name	same

Match a word with its definition:

expand	make larger

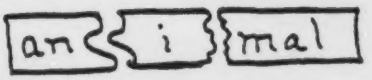
Match a suffix or prefix word with its meaning:

babish	acts like a baby

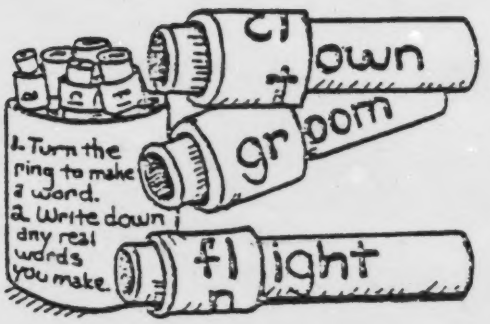


SYLLABLE * * * SENSE

Print or write words on a small piece of tagboard or construction paper. Take scissors and cut a jagged or curved line between the syllables. Mix all the parts up and give to students along with a list of words to go by. They match the pieces and check the word list. This gives double exposure.



SARI: 7.2.1, 8.2.1



TAKE A TURN

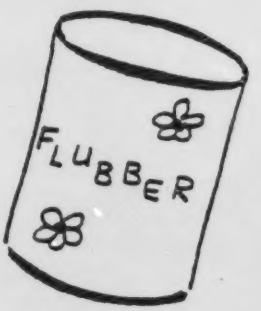
skill: combining beginning consonants and blends with word parts to make words

Write a word part on a paper tube. Make a paper ring to slip over the end of the tube. On the ring write consonants and blends that can be added to the word part to make words.

FLUBBER!

Cover a can with contac paper.
Make 20 cards that will fit into the can.
Write FLUBBER! on two of the cards.
On the other 18 cards, write such things as:

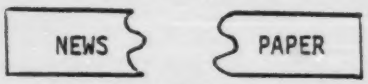
- vocabulary words
- words to define
- suffix and prefix words
- homonyms to use in a sentence
- etc. - be creative!



A player draws one card at a time out of the can and does the assigned task (reads it, defines it, uses it). If the student cannot do a card, he must put it back. The object of the game is to successfully draw out 10 cards before drawing a FLUBBER! card. If a FLUBBER card is drawn, player must put all the cards back and start over again.

COMPOUND PUZZLES

Print 15 compound words on tagboard cards, leaving a little space between the two words that make up the compound word. Cut apart with a wavy edge.



Give all of the cut pieces to your student and let her try to put the words together again correctly.

Here is a list of compound words:

tablecloth
otherwise
backyard
steamroller
airport
footstep
quarterback
pocketbook
newspaper
sailboat
fisherman
railroad
eyebrows
upstairs
haystack
classmates
underline
snowball
streamline
grapefruit
eyelid
outside
seacoast
shoreline
headlight
notebook
playhouse
flashlight
sometimes
downtown

whenever
bluebird
wallpaper
shortstop
maybe
anybody
overboard
horseback
tonight
necktie
streetcar
everyone
anything
handsome
birthday
manpower
blueprint
workshop
grandmother
sunshine
moonlight
brakeman
anyone
anywhere
hallway
mailman
sailboat
fullback
eyelid

rosebud
oatmeal
schoolroom
fireside
without
bookcase
cornflakes
clothesline
headlight
cornfield
grasshopper
elsewhere
fireplace

cardboard
lonesome
doorstep
afternoon
peanut
driveway

BEGINNINGS . . .

These can be used for either oral or written language development.
Let your student choose one and either say or write the ending.

I was really surprised when _____
I was sad when _____
Older kids are lucky because _____
Younger kids are lucky because _____
My favorite food is _____
My favorite television show is _____
My favorite time of the day is _____
I don't like _____ because _____
If I could have three wishes, I'd wish for _____
The happiest day in my life was when _____
Once I had a bad dream about _____
I would like to be a _____ because _____
My best friend is _____ because _____
The bravest man in the world is _____
The most fun I ever had was when _____
If I were walking in the jungle and heard a roar, I would _____
When I hear thunder, I _____
If I found some money, I would _____
The thing I do best is _____
The one thing I can't do is _____
One time I dreamed _____
One time I saw a _____
The thing I would most like to see is _____
The place I would most like to go is _____
I feel good when _____
I feel bad when _____
The most beautiful thing in the world is _____
The most beautiful person in the world is _____
If I had $100, I would _____
I was so mad when _____
The moon is made of _____
The hardest thing I ever did was _____
My favorite animal is _____ because _____
Dinosaurs are _____
At the beach I like to _____
When it snows I like to _____
When it rains I like to _____

From The Word Bird

word usage

WHAT WOULD YOU DO WITH?

Circle the best answer for each question. Use your dictionary if you need help.

1. What would you do with a LOBSTER?
   a. swing from it
   b. eat it
   c. wear it

2. What would you do with a BRIDGE?
   a. melt it
   b. look through it
   c. cross it

3. What would you do with an ELEVATOR?
   a. feed it at the zoo
   b. ride in it
   c. plant it

4. What would you do with a LOAN?
   a. wash it
   b. weigh it
   c. pay it back

5. What would you do with an ILLUSTRATION?
   a. color it
   b. cure it
   c. slice it

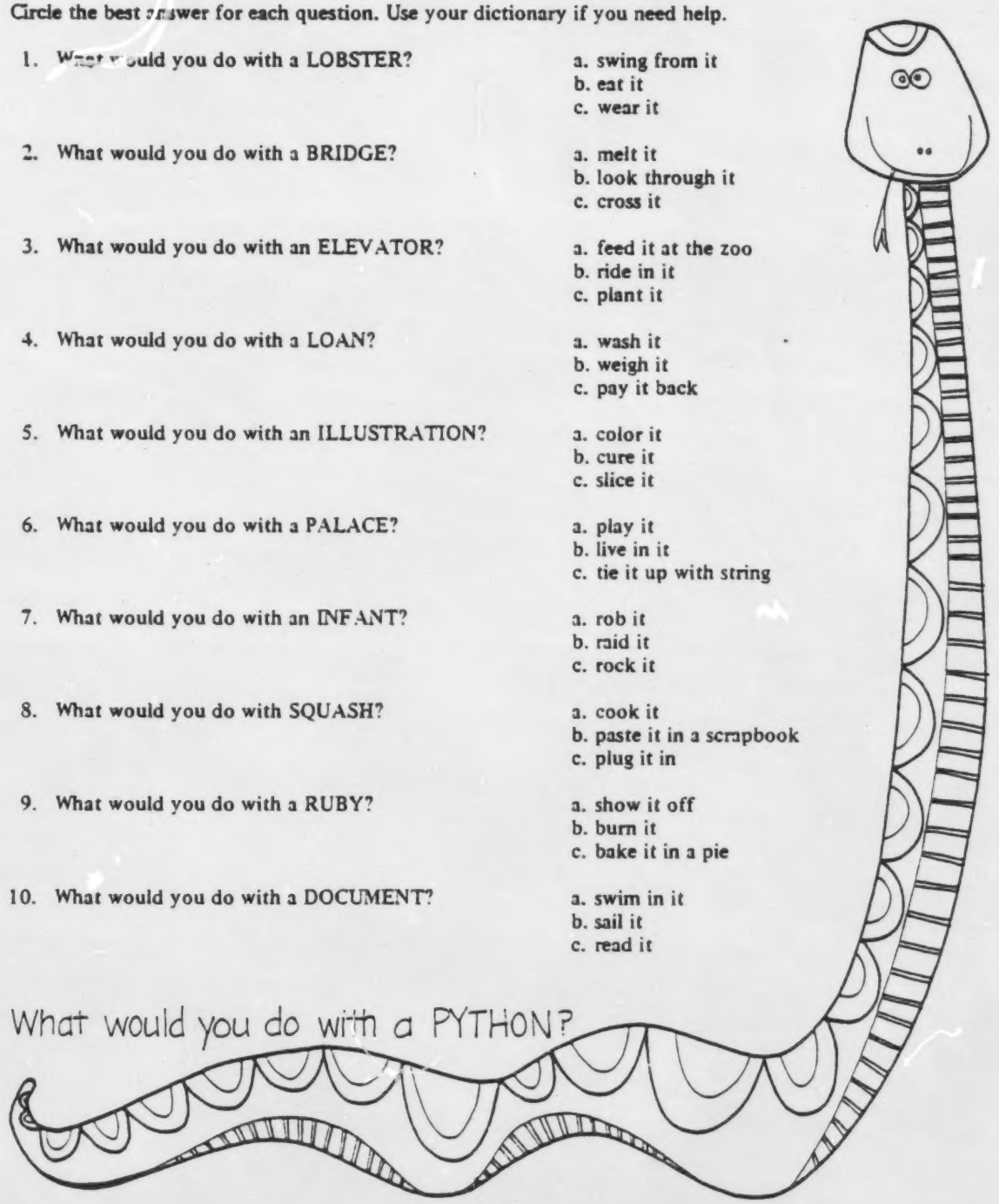
6. What would you do with a PALACE?
   a. play it
   b. live in it
   c. tie it up with string

7. What would you do with an INFANT?
   a. rob it
   b. raid it
   c. rock it

8. What would you do with SQUASH?
   a. cook it
   b. paste it in a scrapbook
   c. plug it in

9. What would you do with a RUBY?
   a. show it off
   b. burn it
   c. bake it in a pie

10. What would you do with a DOCUMENT?
    a. swim in it
    b. sail it
    c. read it



THE WORD BIRD.

IDEAS FOR USING MAPS

TOUR 1

Plan an A-Z route with stops at places that begin with every letter of the alphabet. List each stop (your itinerary) in alphabetical order.

A-Z TRIP

Anchorage
Birchwood
Clam Gulch
Douglas
Eek
Fairbanks

TOUR 2

Choose five mountain elevations. Write the elevations in numerals and number words.

SLIP MOUNTAIN
MONTANA 7,290
seven thousand two hundred ninety

MT. RAINIER
WASHINGTON 14,410
fourteen thousand four hundred ten

TOUR 3

Find several places on a map.
Make up bumper-sticker rhymes to attract visitors to these places.

HAVE A WEDDING IN REDDING

ATTEND THE FAIR IN BIG BEAR

TOUR 4

Plan a syllable trip. Starting at a one-syllable city, draw lines to show your route from one-syllable to two-syllable to three-syllable (etc.) cities.

SPANISH	FRENCH	INDIAN
Los Angeles	Baton Rouge	Anoka
San Jose	Eau Claire	Sioux City
Santa Rosa		

TOUR 5

Write place names in groups to show the language used to name the places.

CATALOGUE SEARCH

You have received $15.00 for your birthday. Choose one or more things you'd like to have. Complete the order blank and remember mailing costs and tax.

Order a present for each member of your family. You have $25.00 to spend.

You are going on a camping trip. You have no limit on the amount of money to spend, but all of your equipment must weigh less than 50 pounds.

USING THE TELEPHONE BOOK

Find your name in the telephone directory.
How many families have the same last name as you do?
Repeat this activity using the names of five of your friends.
Which friend has the most common name?
List your friends in alphabetical order.

THE YELLOW PAGES

You want to take an airplane trip. Give the names and numbers of two places you might call.

Your television set won't work. How many repair shops are listed in the yellow pages?

It is your mother's birthday. Where would you call to have flowers sent to her.

You want to order a pizza. How many restaurants can you find that would deliver your pizza?

"Let Your Fingers Do The Walking"

You want to compare brands and prices of new bicycles before buying one. How many places could you look?

You want to compare prices to have your tennis racket restrung. Name three places you might call.

MATH SECTION

MATH SKILLS

In this tutoring program, if you are working on your student's math skills, you will mainly concentrate on "computation skills". You will work on teaching him how to solve math problems using the four basic operations (addition, subtraction, multiplication, and division), and to understand place value. You will especially work on increasing his mastery of the "basic facts" in addition, subtraction, multiplication and division.

Math computation skills can be divided into smaller skills, or "sub-skills", which build on one another to increasing levels of difficulty.

Following are the sub-skills for math computation, listed in approximate order of difficulty. A student should be able to perform the sample task and other similar exercises for earlier skills before advancing to the later ones on the list.

MATH COMPUTATION SKILLS

1. The student can read and write the numbers 1 through 10.

   "Read these numbers:" 4 7 8

   "Write these numbers as I say them: five three two".

2. The student can add two numbers with a sum of less than ten.

   4 + 3 =

3. The student can subtract a number less than ten from another number less than ten.

   8 - 3 =

4. The student can read and write the numbers 1 through 100.

   "Read these numbers:" 15 67 20

   "Write these numbers as I say them: seventy-nine, thirteen, ninety".

5. The student can add two numbers with a sum between 10 and 18.

   9 + 6 =

6. The student can subtract a number less than 10 from a number less than 19.

   17 - 8 =

7. The student can add two numbers (without carrying).

   $$\begin{array}{r} 42 \\ +37 \\ \hline \end{array}$$

8. The student can subtract two numbers (without borrowing).

   $$\begin{array}{r} 59 \\ -16 \\ \hline \end{array}$$

9. The student knows by memory the basic addition facts from 1 through 18.

10. The student knows by memory the basic subtraction facts from 1 through 18.

11. In a sequence of numbers less than 100, the student can supply the missing numbers:

"Fill in the missing numbers:"

18 ___ 20 21 ___

___ 61 ___ 63 ___

12. The student understands place value in numbers through 100.

"In the number 47, what does the 4 stand for?"

13. The student can identify and use the symbols for "greater than" (>), "less than" (<), and "equal" (=).

"Read these:"

8 > 5
22 < 39
10 = 5 + 5

14. The student can add with carrying.

$$\begin{array}{r} 47 \\ +19 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ 7 \\ +5 \\ \hline \end{array}$$

15. The student can subtract with borrowing.

$$\begin{array}{r} 41 \\ -16 \\ \hline \end{array}$$

16. The student can read and write the numbers 1 through 100.

"Read these numbers:" 319 521 604

"Write these numbers as I say them: eight hundred nine, nine hundred ninety, two hundred fifty-seven."

17. The student understands the place value in numbers through 1000.

In the number 509, *the five means* _____
the zero means _____
the nine means _____

18. The student can add and subtract larger numbers (carrying and borrowing).

$$\begin{array}{r} 589 \\ +168 \\ \hline \end{array} \qquad \begin{array}{r} 8312 \\ -3974 \\ \hline \end{array}$$

19. The student can add up a column of numbers with varying digits (carrying).

$$\begin{array}{r} 729 \\ 8 \\ 31 \\ +103 \\ \hline \end{array}$$

20. The student knows by memory the basic multiplication facts through 9 x 9.

21. The student knows by memory the basic division facts through 81 ÷ 9.

22. The student can multiply a one-digit number times a two digit number.

$$\begin{array}{r} 63 \\ \times\ 5 \\ \hline \end{array}$$

23. The student can divide a one-digit number into a two-digit number.

$$6\overline{)\,78}$$

24. The student can multiply larger numbers.

$$\begin{array}{r} 7164 \\ \times\ 302 \\ \hline \end{array}$$

25. The student can divide larger numbers, with and without remainders.

$$14\overline{)\,1309}$$

MATH QUESTIONING STRATEGIES

When you are tutoring a student working on a math problem, it is important to ask the right questions. See if your student can tell you WHAT PART of the problem he doesn't understand.

"What part is giving you trouble?"

"What part don't you understand?"

Have your student read the directions for the problem aloud.

"Can you tell me in your own words what you are going to do?"

"What will you do first?"

"Are you going to add, subtract, multiply or divide?"

Watch your student work out a problem. When you see an error, point to it and ask:

"How did you get the 5 here?"

"Can you show me (tell me) how you did this part?"

If you notice that your student has trouble seeing what is happening in the problem, you might try having him use some small objects he can move around on the desk (chips, straws, sticks, etc.) to work out the problem. Sometimes a student can see how a problem sets up better when he can manipulate real objects and count them.

"Here are 4 groups of sticks. There are 6 sticks in each group. How many are there in all?"

When the student has completed a problem, ask:

"How can you check your answer to be sure it is correct?

BLANK PAGE
DO NOT FILM

STUDENT LEARNING OBJECTIVES FOR ELEMENTARY MATH

(Taken from Highline's list of objectives)

FIRST GRADE

Reads and writes numerals 0 - 9.

Counts to 25, 50, 100.

Join sets (adds by manipulating and counting objects).

Separates sets or removes part of a set (subtracts by manipulating and counting objects).

Uses words and signs: add, subtract, plus, minus, equal.

Shows mastery of addition and subtraction facts (through 10), zero property.

Recognizes one-half, one-third, one-fourth of a whole unit.

Identifies penny, nickel, dime, quarter, dollar.

SECOND GRADE

Reads and writes to 999.

Compares and uses symbols <, >, = .

Writes and solves addition and subtraction equations using physical objects (rods, etc.)

Finds sums of more than two addends: 2 + 4 + 6 = 12.

Adds and subtracts two 2-digit numbers without regrouping.

Shows mastery of basic addition and subtraction facts (through 20).

SECOND GRADE (Cont)

Solves addition and subtraction with regrouping.

Solves column addition with regrouping.

Counts by 2's, 5's, 10's.

Recognizes one-half, one-third, one-fourth of a set of objects.

THIRD GRADE

Writes expanded notation of a 3-digit number.

Finds missing addends (2 + __ = 6).

Uses addition and subtraction in problem solving.

Solves repeated addition problems manipulatively and in written form. (2+2+2+2=4 of the 2's = 4x2)

Shows mastery of basic multiplication and division facts 0 - 5, 0 - 10.

Understands vocabulary: Multiply, Divide, Product, Quotient.

Computes with units of measurement (3 in. + 3 in., 10¢ + 15¢ =).

FOURTH GRADE

Recognizes odd and even numbers

Writes expanded notation of a 4-digit number.

Reads and writes 0 - 100,000 and greater.

Shows that order of 2 addends does not change sum (commutative property of addition 2+4=6, 4+2=6).

Shows that regrouping addends does not change sum (associative property of addition 2 + (2+3) = (2+2) +3).

Solves addition with regrouping 1 - 999.

Solves subtraction with regrouping 1 - 999.

Solves addition beyond three digits.

Solves subtraction beyond three digits.

Demonstrates mastery of basic multiplication and division facts 0 - 10.

Divides, using one digit divisors.

Reads and writes fractional notation 1/2, 1/4, 1/3, 1/8.

Finds halves, thirds, fourths of a whole unit.

Computes and solves problems with money.

STUDENT LEARNING OBJECTIVES FOR ELEMENTARY MATH

FIFTH GRADE

Rounds off to nearest 10; 100; 1,000; etc.

Determines factors of composite numbers.

Understands meaning of: Multiply, Divide, Product, Quotient, Factor; x, ÷, 8/4 = 8 ÷ 4, = 4)8

Uses properties of multiplication: commutative, associative, zero, one.

Determines factors of primes and composite numbers.

Multiplies, using two digit multipliers.

Divides, using two digit divisors.

Estimates answers in addition and subtraction.

Divides sets into equal parts and identifies factors.

Tells what the numeral above and below the line means (3/4 = three of the four parts being considered).

Compares fractions 3/4, 1/4; 1/3, 3/3; 2/2 = 3/3 = 4/4.

Adds fractions (like denominators).

Subtracts fractions (like denominators).

Identifies equivalent fractions.

Finds equivalent fractions of a given fraction.

Compares and orders fractions.

Adds and subtracts fractions, like denominators.

Multiplies fractions

SIXTH GRADE

Reads and writes decimal numbers.

Multiplies, using three digit multipliers and larger.

Regroups in multiplication

Divides, using three digit divisors and larger.

Divides numbers with fractional remainders.

Computes averages.

Estimates answers in multiplication and division.

Uses multiplication and division in problem solving.

Finds equivalent pairs of number: 1:2, 2:4, 2:3, 4:6.

Adds and subtracts fractions, unlike denominators.

Adds mixed numbers.

Subtracts mixed numbers.

Multiplies mixed numbers.

Divides fractions.

Adds, subtracts, multiplies, divides decimals.

TYPES OF MATH ACTIVITIES

When you are planning a math lesson, you will want to provide a variety of different activities for your student. Listed below are the types of activities to be found in the centers:

• Math Game File	These are file folder games, organized by math skill area (+, -, x, ÷, place value, word problems, fractions.)
• Numbrella Tree games	These are the striped and polkadot boxes. Each box contains many math games, all marked by math skill area.
• Games on the shelves	These are games which are too bulky to go in the game file; most of them are boxed and marked by math skill area.
• Workbooks	These contain math puzzles, color-math worksheets, games, and assorted problems. Pages can be photocopied or the student can copy problems onto his paper. Skill areas are listed on the inside front covers.
• Math tablets	These provide practice problems for each of the math skill areas. They are primarily intended for timed tests.
• Large poster games	These are flat trail games which are very large and are stored on their sides. They may be used for any skill area.
• Tutor notebook games	These are games which tutors can easily prepare and use with their students -- remember to check them periodically.
• Math textbooks	Math texts for each grade level are provided. Pages may be photocopied or the student can copy problems onto his paper. Skill areas are listed in the table of contents.
• Trend tablet games	These are extra-large (2'x3') math papers.
• Newspapers, menus, maps & catalogues	These can be used for many creative math activities.

BLANK PAGE
DO NOT FILM

Cathy Ross
Highline Indian Tutoring

USING THE NEWSPAPER TO TUTOR IN MATH

Compute the average high and low temperatures for three cities east of the mountains in Washington. Do the same for three cities west of the mountains. Compare the averages. What do you find?

Clip ten large numerals from the newspaper. Glue the numerals to the left side of your paper. Write out each numeral in words (six thousand four hundred ten)

Have a scavenger hunt in the newspaper. Find:

1) a number over 1000
2) a fraction
3) a decimal number
4) a money number
5) a per cent
6) a number written in words
7) a number less than 250
8) an odd number
9) an even number

Compare the number of boys born to the number of girls born at each of the hospitals. Add up the total number of children born on a particular day.

Compare the number of marriages on any day with the number of divorces granted on that same day.

Make a graph showing the various temperatures in the State of Washington.

Take a Wednesday specials grocery ad. Let your student put together a meal from the various foods and add up what it would cost. IDEAS: "My Favorite Foods" "Dieter's Delight" "A Vegetarian Banquet" "A Weird Breakfast" "Super Picnic"

Find a recipe in the women's section of something your student would like to cook. Have her double the recipe, cut it in ½, cut it in ¼, etc. for math practice.

Cut out some items from a display ad. Make a note of each one and its price, then cut off the prices. Play "Let's Make a Deal" with your student and see how close she can come to estimating the prices.

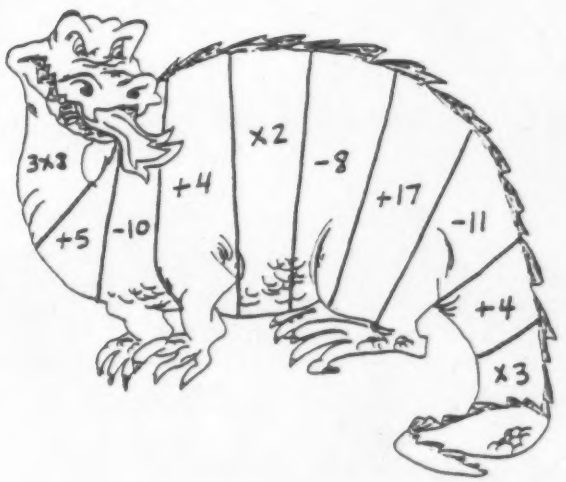
Tell your student she has ten minutes to spend $1000 (you might want to actually give her the play money). She can buy anything she would like from the "For Sale-Miscellaneous" section of the classified ads. How many things can she get for her money in ten minutes of shopping?

Look at any ad. Have your student find five prices that are less than 20¢. Add up the numbers and subtract the total from $1.00. How much change would he have left?

Find some advertisements of clothes that your student might wear. Let him choose a new outfit and add up how much it would cost.

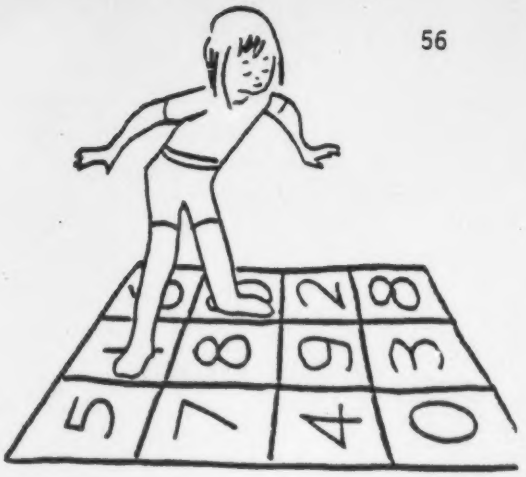
Keep a chart on your student's favorite team or player. Use math skills to compute pass percentages, batting averages, yards gained, shooting percentages, etc.

DRAGON-MATH



Draw a dragon on the chalkboard (or let your student draw it!)
Divide it into 10 sections.
In each section, write one part of a math equation.
Let your student solve the problem, one section at a time, starting at the dragon's head and ending at his tail.

HOP SCOTCH MATH



TO MAKE:

1. Take a very large piece of butcher paper or oilcloth and mark it into squares.
2. Put a number in each square.

TO PLAY:

1. Put the paper on the floor.
2. The tutor gives a problem and the student hops on the answer (one foot on each number if it is a 2-digit answer)

EGGO

TO MAKE:

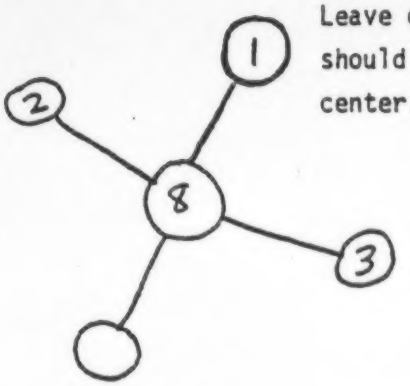
1. Take an egg carton and write or paste a number in each cup.
2. Get two marbles or other small objects.

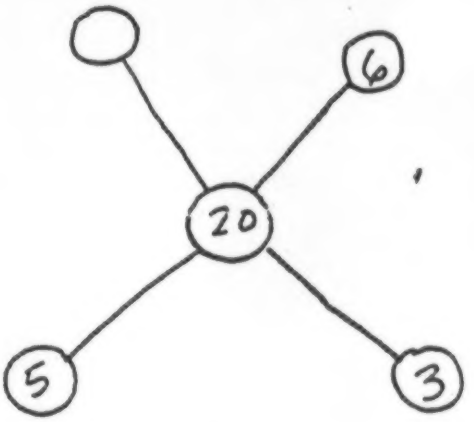
TO PLAY:

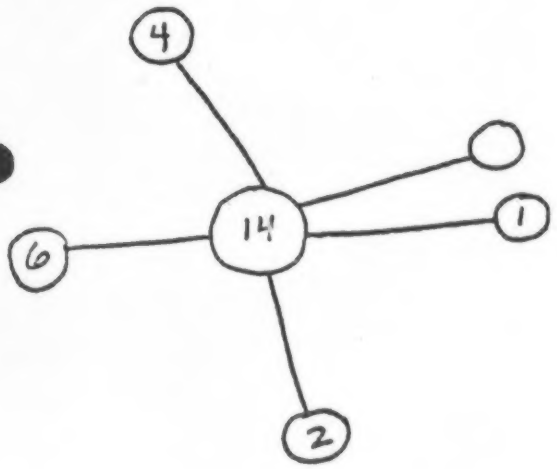
1. Decide whether your student will add, subtract, multiply or divide for this game.
2. Have your student put the marbles in the carton, close it, and shake it around.
3. Open the carton and see where the marbles have landed.
4. Your student will then either:
   a. add the 2 numbers together
   b. subtract the smaller number from the larger one
   c. multiply the 2 numbers together
   d. divide the smaller number into the larger one (be sure your student knows how to work problems with remainders!)

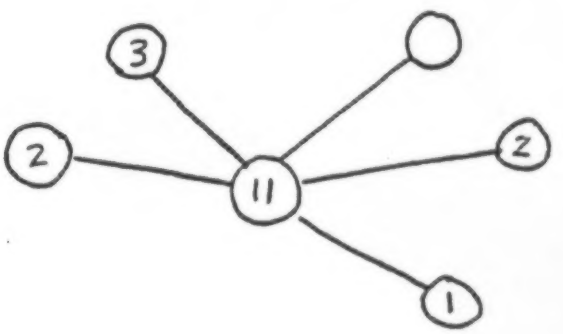
SPACE SATELLITES
(addition and subtraction)

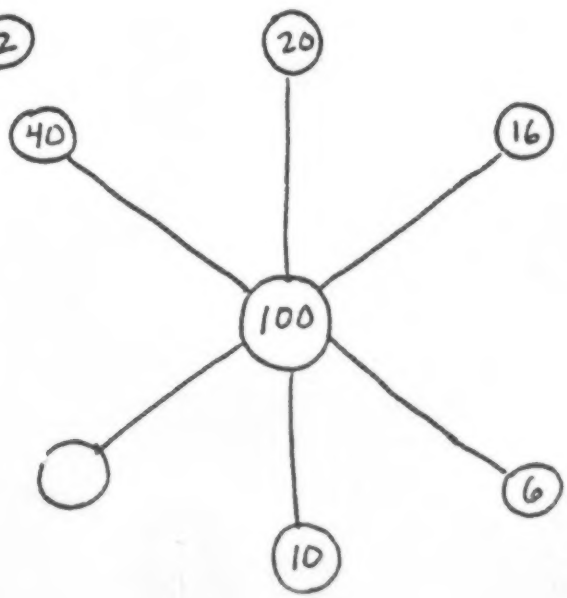
Draw a center circle and several outside circles (see below). Put the sum in the center and other numbers in the outside circles. Be sure they equal less than the sum. Leave one circle empty. Let your student figure out which number should go in the empty circle to give the total sum shown in the center.











MATH GAMES WITH A REGULAR CARD DECK

Card Points: Aces are worth one point; jacks, queens and kings are worth ten points; all other cards are worth the number of the card

SUM-IT-UP (addition skills)

The dealer deals each player three cards and sets the remainder of the deck in the center of the table. The first player draws a card from the deck and tries to make a pair by matching two cards of the same suit. (two hearts, two clubs, etc). If he has a pair, he lays those two cards on the table in front of him and adds the two cards up (two of hearts plus four of hearts = 6 points) and records his score on a piece of paper. If he does not have a pair of two cards of the same suit he must "pass." The second player then draws a card and does the same thing. After the first turn, each player keeps adding the sum of the two cards to his total score. So, if a player had 6 on the first turn and 8 on the second turn, his total score so far would be 14. The winner is the first person to reach 100 points.

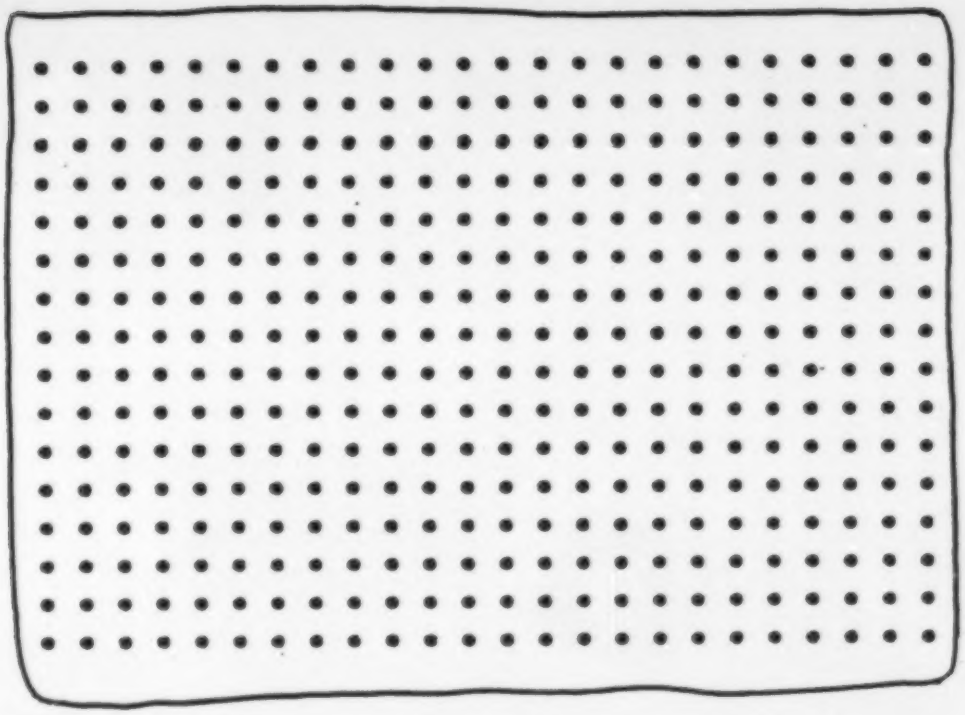
SUM-TIMES (multiplication skills)

Sum Times is played with the same rules as Sum It Up, except you multiply each pair of cards you lay down and then add the product to the total score. The winner is the first person to reach 600 points.

GIVE-AWAY (subtraction skills)

The object of this game is to loose points. Each player begins with 30 points. The dealer deals each player 3 cards and sets the remainder of the deck in the center of the table. The first player draws a card from the deck and tries to make a pair by matching the cards of the same suit (two hearts, two clubs, etc.). He then subtracts the lower card from the higher card and subtracts his answer from the total of points he began with. So, if a player has a 7 of clubs and a 2 of clubs in his hand, he will lay the 7 and 2 of clubs on the table and, since 7-2=5, he will subtract 5 points from the 30 points he began with. The second player then draws a card and does the same thing. Play continues until someone does not have enough points to subtract the difference between his pair. That person wins.

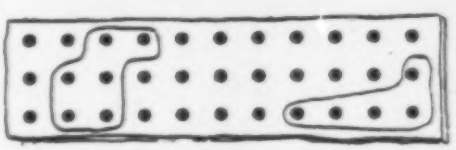
MATH-DOTS



Use any set of flash cards or a "Little-Professor" calculator. You and your student will each need a pen or pencil that writes with a different color. Try to solve each math problem on the flashcards or calculator. If your answer is incorrect you miss your turn. If you get the correct answer, add the digits of the answer to get a single digit result. (If the sum is more than a single digit, add the digits of the sum.) Then enclose this same number of dots inside a loop, and add this number to your score. (For example, if your answer were 18, you would add 8 + 1 to get 9 and circle 9 dots on the board. If your answer were 88, you would add 8 + 8 to get 16, then 1 + 6 to get 7, and circle 7 dots on the board.)

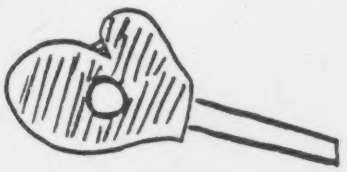
When any player cannot enclose his or her number of dots without crossing a line, the game ends. The player with the highest score wins.

SAMPLE:



CATCHER'S MITT

Cut a piece of tagboard in the shape of a catcher's mitt. Cut a round hole 2" in diameter in the center of the mitt. Fasten the mitt to the end of a ruler or stick.

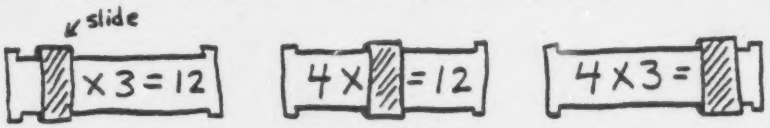


Write an assortment of numbers (answers to addition, subtraction, multiplication or division problems) on the chalkboard, scattered around. Let your student stand by the board, holding the catcher's mitt. As you call out a problem, your student "catches" the answer by placing the mitt so that the correct number shows through the hole in the mitt. Your student can keep track of how many good catches he makes and try to improve his score each time he plays.

* *

MOVEABLE FLASH CARDS

Make flashcards out of tagboard strips and write addition, subtraction, multiplication or division equations suitable for your student. Then cut a strip of colored paper just wide enough to cover <u>one</u> number on the flashcard. Tape the ends of the colored paper together behind the flashcard to make a loop which encircles the flashcard and can slide back and forth along the card. Do this for each flashcard.



Show the flashcard to your student with one number covered and see if he can tell you the missing number. Then he can move the strip to see if he is right. Moving the strip back and forth helps students see the relationships between the numbers in an equation and gives good drill in solving problems where the answer is given but one of the numerals in the equation is missing.

Examples: 3x (?) = 27 (?) - 8 = 6

(These directions for the following page)

FACT RACE

1. Put a math problem in each box of the type your student is working on.

2. Have 2 dice and marker for your student. Start on square #1.

3. Student shakes dice, moves number of places shown on dice and answers the problem in that box.

4. Student keeps taking turns until he misses.

5. If he misses (by not getting a problem right) he must go back to the nearest dot.

6. Try to get to 100 in 5 minutes or less.

7. Can be played with 2 or more people and the first person to 100 wins.

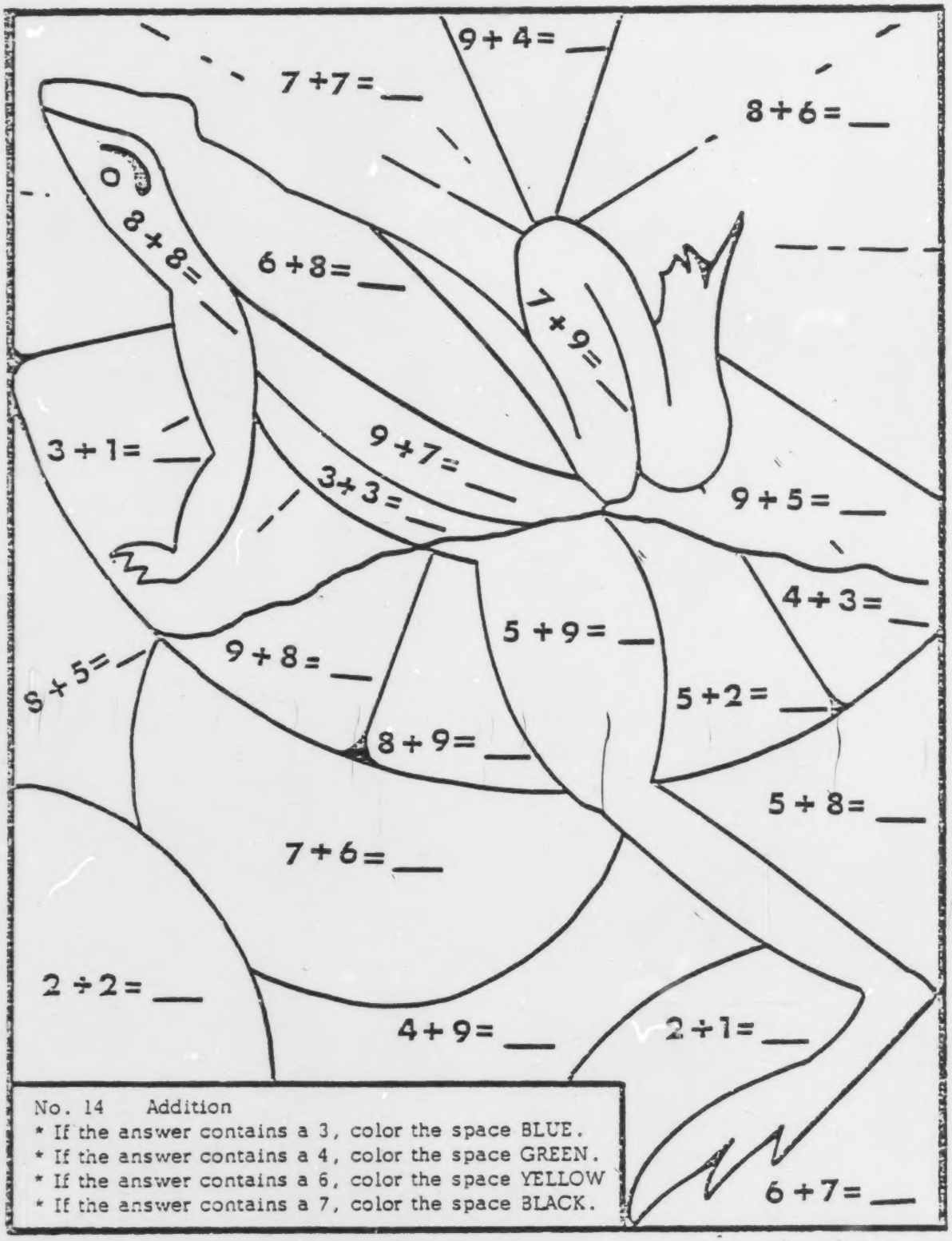
8. Think up some of your own variations for this game!

FACT RACE

WRITE THE PROBLEMS IN THE SQUARES ABOVE THE NUMBERS

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

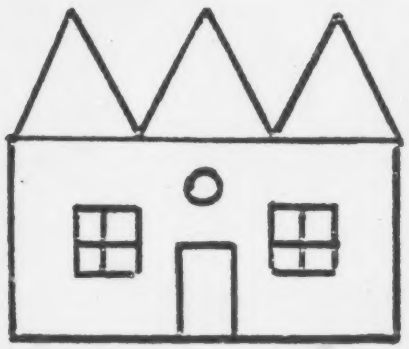
COLOR-MATH

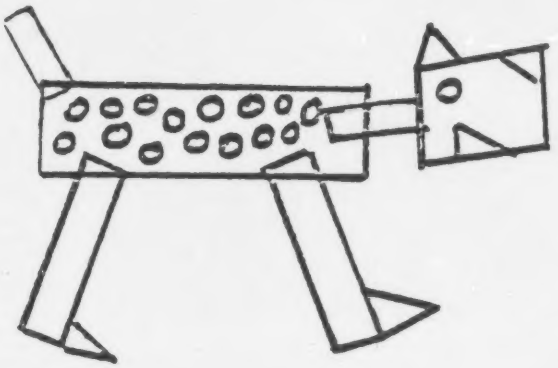


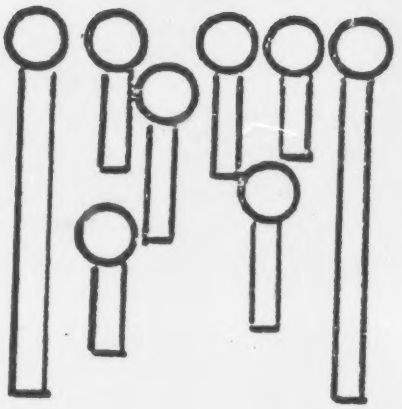
No. 14 Addition

* If the answer contains a 3, color the space BLUE.
* If the answer contains a 4, color the space GREEN.
* If the answer contains a 6, color the space YELLOW
* If the answer contains a 7, color the space BLACK.

SHAPE-UP







1. Pretend these shapes are worth points.

5 points

2 points

3 points

10 points

   How many points are each of the above pictures?

2. Choose different points for the shapes and decide how many points are now in the above pictures.

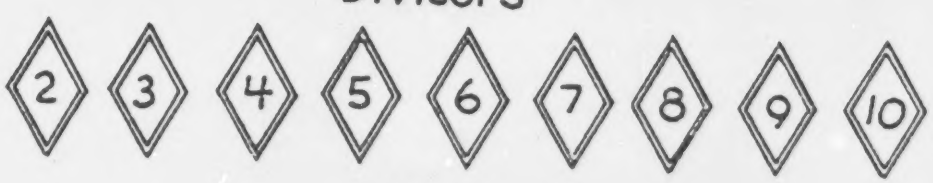
3. Draw pictures of your own and score them. Trade with someone else and score their picture.

4. Have a contest and see who can draw a picture with the highest score.

SEESAW

44	7	20	9	45	14	50	27	36	63
32	27	12	60	5	4	49	81	18	10
100	14	6	40	70	35	48	30	21	3
72	8	12	24	64	55	40	8	15	120
10	3	6	12	20	24	9	42	54	36
12	5	2	18	60	7	21	40	28	42
56	48	16	10	4	63	15	80	20	12
80	6	45	70	22	33	18	8	32	50
66	12	24	90	36	6	16	77	48	88
10	35	24	16	8	25	20	84	10	96
2	28	30	110	108	40	72	99	60	30
9	36	4	18	54	30	24	72	56	90

Divisors



See next page for directions.

SEESAW

Objectives

1. Use single-digit divisors with no remainders.
2. Generalize and test rules for divisibility.

Directions

1. Two players share the same "Seesaw" gamesheet.
2. Player A uses a red crayon, while Player B uses a blue crayon.
3. Player A may choose 4 as the divisor. He then tries to find a number on the gamesheet that divides evenly by 4. For example, he finds [8], calls out '2', and colors the Number Box [8]. Using the same divisor, Player B finds a number, calls out its answer, and colors in the number box. Player B then chooses a divisor to be used by both players. He may use the same or another divisor. The players are attempting to color four boxes in a line horizontally, vertically, or diagonally with their own crayons.
4. Players take turns choosing divisors.
5. If a player makes an error, he loses his turn.
6. The player wins who has colored four number boxes in a row.